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Affect and the Second Language Learner

by

©

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Abstract

The purpose of this study was to explore the affective experience of French second language learning from the point of view of the learner in a second language classroom setting. In order to ground the study in the roots of educational literature and research, the humanistic education movement and its effect upon second language learning as well as numerous studies which investigated the relationship between various affective variables and second language learning were examined. Problems which continue to plague research efforts in the affective domain were then presented.

The research itself, a case study of six French as a Second Language students, was conducted in a public junior high school during March and April of 1984. A combination of three qualitative activities - participant observation, dialogue journal writing and open-ended interviews - was used to probe the affective dimension of second language learning. Each of these activities was valuable in its contribution to the collection of data. Observational notes included recorded events and episodes of classroom life. Student journals and interview transcripts revealed insights into the inner worlds of the students and the emotional experience of second language learning. Analyzing these three data sources involved a simple process of matching data to a list of general topics. The topics were

then sorted and resorted until categories emerged.

The findings were presented in two stages. The first stage included glimpses of classroom life which were representative of a broad range of occurences. The second stage examined the feelings and emotions of the second language learners under a given set of circumstances. Direct quotations from student journals and interview transcripts were displayed. Affective themes which were closely entwined with these verbal images were then analyzed for what they could reveal about affectivity and the second language learner.

A particular perspective of feelings and emotions evolved from these findings. This perspective highlighted the experience, expression and understanding of the feelings and emotions of the French second language learner within the structure of the classroom and the curriculum. It emphasized that feelings and emotions are at the very core of the experience of French second language learning and are central to language itself.

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TABLE OF CONTENTS

Chapter Page

I. INTRODUCTION TO THE STUDY.............................. 1
- Need for the Study.............................. 2
- The Research Question.............................. 4
- Purpose of the Study.............................. 5
- Significance of the Study.............................. 6
- Assumptions.............................. 7
- Delimitations.............................. 7
- Limitations.............................. 7
- Definition of Terms.............................. 8
- Summary of the Following Chapters.............................. 9

II. REVIEW OF RELATED LITERATURE.............................. 12
- Humanistic Education.............................. 12
- Humanistic Education and Second Language Learning.............................. 14
- Related Research Studies.............................. 17
  - An Early Study.............................. 20
  - Egocentric Factors.............................. 20
  - Transactional Factors.............................. 23
  - Motivational Factors.............................. 24
- A Turning Point in the Research.............................. 30
- Problems in Existing Research Studies.............................. 35
- Summary.............................. 37

III. THE STUDY.............................. 38
- The Researcher as Instrument.............................. 38
- Methodology.............................. 41
  - An Overview of Research Activities.............................. 43
  - The Research Activities.............................. 44
- Conducting the Study: Summary.............................. 61
- Analysis of Data.............................. 62

IV. THE FINDINGS.............................. 64
- Glimpses of Classroom Life.............................. 65
  - On Passing.............................. 65
  - Dialogue Preparation.............................. 66
  - Class Presentations.............................. 67
  - New Words.............................. 68
  - The Grammar Test.............................. 69

Oral Drill.................................. 70
Test Results................................ 71
Corrections................................. 72
Fun and Games............................... 73
Parts of the Body........................... 74
Exchange and Mark........................... 75
Summary..................................... 75
Themes of Classroom Life........................ 76
Classroom Climate........................... 78
Classroom Learning.......................... 79
Classroom Activities and Procedures......... 83
Classroom Relationships..................... 105
Summary... 114

V. ON FEELINGS AND EMOTIONS.......................... 116
Feelings and Emotions in Adolescents............ 116
The Experience of Feelings and Emotions......... 117
The Expression of Feelings and Emotions......... 118
Understanding Feelings and Emotions............. 119
The French Second Language Class................ 121
Coping With Feelings and Emotions............... 123
The Place of Feelings and Emotions.............. 125

VI. SUMMARY AND IMPLICATIONS.......................... 127
A Summary....................................... 127
Implications.................................... 129
In Retrospect................................... 131

BIBLIOGRAPHY.. 132

APPENDIX

A A FACSIMILE OF THE CONSENT FORM........................ 137
B OBSERVATIONAL NOTES.................................... 138
C QUESTIONS THAT MAY HELP YOU IN YOUR JOURNAL WRITING... 140
D RECORDED FEELINGS AND EMOTIONS......................... 141
E JOURNAL ENTRIES.. 142
F INTERVIEW QUESTIONS.................................... 143

LIST OF FIGURES

Figure		Page
1	Stages of the Affective Taxonomy	19
2	Some Intrinsic Learner Variables: Classified as 'skandhas' according to Buddhist Philosophy	31

Chapter I

INTRODUCTION TO THE STUDY

Modern man is caught in a world of scientific discoveries, technological advances and burgeoning knowledge. He is a product of a world in which rational thinking is rewarded but in which the expression of feelings is suppressed. In this suppression, one of the most important aspects of man's affective life, feelings, has been quelled by scientific rationality.

The primary importance of the cognitive development of the individual to the neglect of his affective development is symptomatic of the maladies of our society. "The split between the affective and cognitive is probably one of the chief sources of the maladjustments and endurable strains from which the world is suffering" (Dewey, 1939, P. 129). However, the words of John Dewey have fallen upon the deaf ears of educators and curricularists. The development of our educational process reflects this split. Schools focus primarily upon cognitive learning. The status of the scientific thinking/learning paradigm leaves little space for emotional expression in the classroom. Jean-Paul Sartre (1948) defines emotion as "a transformation of the world" (p. 58). In love, in despair, in fear, the world assumes a different reality; yet, rationality denies this transformation. Students are learning to describe the world from a scientific point of view rather than from varying personal points of view. They are coming to believe that this is the way the world is but how meaningful is a world without emotions to structure it?

Intellectual competence, however, is not the sole characteristic of our students. They are thinking-feeling human beings. Intellectual experience cannot be isolated from emotional experience. "The cold, hard, stubborn reality is that whenever one learns intellectually, there is an inseparable accompanying emotional dimension" (Brown, 1971, p.11). Compressing and organizing knowledge in all areas of the curriculum to the exclusion of human experience and emotion has had a significant negative effect on cognitive learning itself (Brown, 1971). However, the intrinsic importance of affective learning must also be recognized if education intends to bridge the gap between the cognitive and the affective.

Need for the Study

From the perspective of the rationalist position, the student in our school system appears to be at once part of two worlds. As he/she shares the objective world with others, the student needs to understand and know about this world. Curricula in our secondary schools are filled with cognitive goals which define the objective reality of this world. In every direction, the student encounters the facts of history, chemistry, mathematics. However, there is another world which exists within the student that is often forgotten in this preoccupation with facts. The forgotten world is that of the student's own feelings and emotions. Little curricular emphasis is placed upon affective goals which focus upon the experience and expression of the student's feelings and emotions. This denies not only his/her experience of the subjective world, but also knowledge of self.

At all levels of schooling, students bring a complex system of feelings and emotions with them. However, in many subject areas they are confronted by teachers who focus primarily on cognitive learning with little awareness, or a purposeful unawareness, of what or how the students are feeling. Studies indicate that students are positively disposed towards teachers who take their affective needs into consideration. In comparison, teachers are positively oriented towards students who are successful in behaving cognitively (Nelson, 1964).

The field of second language learning is not immune to this problem. In this subject area a typical curriculum is defined in terms of the four basic skills (listening, speaking, reading, writing) and culture. Concerned with the best methods of teaching these components of the curriculum, the second language teacher, like other subject area teachers, often fails to attend to the feelings of the learner. The present-day teaching methodologies are partly at fault.

In the Grammar-translation, Audio-lingual, Cognitive-code and Direct methods respectively, second language learning is defined in terms of a progression of grammatical sequences; a mechanical process of habit formation; proper cognitive control over the structures of a language; and the process of inducing various points of grammar. The complexity of second language learning is underestimated in these mechanistic approaches. To learn a language is not to learn a conceptual system or a science. It involves more than the memorization, repetition and practice of grammatical structures. "Language is people" and it is matters of feeling, belief, value, attitude and understanding that make people human. However, rarely are these affective qualities considered important in an intellectualized model of second language learning; customarily the feelings of students are over-looked or denied (Moskowitz, 1978, p. 12).

This study will focus specifically on the second language learner and the often forgotten world of his/her feelings and emotions.

The Research Question

This study will examine the following major question:

> What is the experience of the affective dimension of French second language learning for the student in a French as a second language classroom?

Each of the following sub-questions represents one thread in the affective-cognitive process. The weaving together of each of these threads will aid in our understanding of the second language learner:

1. What are the various feelings and emotions that can be described?
2. How are these feelings and emotions experienced by the students in the classroom setting?
3. How are emotions made evident in a classroom setting?
4. How are feelings and emotions expressed?
5. What are the affective needs of the students?
6. How do the students respond to affective exercises?
7. Are there instances where particular language tasks are associated with particular emotions?
8. How is the emotional experience of learning French different from learning in other subject areas?
9. How do the students feel about learning French as a second language?
10. Do the feelings and emotions described, individually and/or collectively, influence learning?

Purpose of the Study

This study will focus upon the following objectives:

1) to explore qualitatively the affective experience of French second language learning from the point of view of the learner.

2) to describe what the student of French experiences and how he/she

expresses the affective dimension of second language learning.

3) to convey verbal images of these emotional experiences and expressions to the reader.

4) to identify various affective themes which run through student journals.

5) to come to a deeper understanding of the French as a second language learner by sharing his/her experience and expression of the affective dimension of second language learning.

Significance of the Study

An exploration into the affective dimension of the second language learner's behaviour is significant in that it will call upon

1) classroom teachers to reflect upon their language learning experiences and their role in educating children,

2) school principals to recognize the importance of time tabling and class composition to the language learning process,

3) curriculum developers to consider second language learning as more than the four basic skills and culture and

4) educational researchers to explore further the depths of the affective domain.

Inherent in this significance is also an attempt to shorten the distance which remains between the second language learner and those involved in his/her intellectual and emotional development.

Assumptions

In view of the nature of this study, it must be assumed that:

1) the students involved in dialogue journal writing and interviews will respond honestly and openly to my questions.

2) one can come to an understanding of emotionality as an experience of classroom life by observation, dialogue journal writing and interview activities.

Delimitations

The following delimitations must also be established:

1) The participants in the study will be limited to six Grade IX students of French as a Second Language attending a public junior high school.

2) Native speakers of French and students who were not previously enrolled in my French as a Second Language classes will be omitted from the group of possible participants.

3) The research for the study will be conducted during March and April of the 1984 school year.

Limitations

The results of this study will be subject to the following limitations:

1) No control can be established for my non-anonymity.

2) No control can be established for my presence in the classroom.

3) No control can be established for my affect upon the phenomena under investigation nor for its affect upon me.

4) No control can be established for the limitations of the printed word as a means of communication.

Definition of Terms

A major difficulty inherent in the terminology central to this study is the many facets that these words present to a reader. "Affective," "cognitive," "emotions," "expressions of emotions," "feelings," "language" and "learning" all share a certain diversity of meaning. However, the following definitions, based upon terms discussed in Brown (1980), Hough and Duncan (1970), Solomon (1977) and Young (1973), attempt to provide a particular perspective for the reader:

the affective domain - educational objectives in the affective domain focus upon the emotional nature of the student's learning. Included are sensitivities, feelings, attitudes, values, beliefs, and appreciations.

the cognitive domain - educational objectives in the cognitive domain focus upon knowing and the mental processes involved in using knowledge.

an emotion - a conscious, complex, subjective experience.

expressions of emotions - any manifestations of emotions. Included are facial and verbal expressions, behavioural and physiological changes.

feelings	- a wide range of meanings from "feeling" (i.e., sensation) of cold water running down a leg, "feeling" of satisfaction, "feelings" of anxiety, "feeling like" leaving town. Also included is the central synonymity between feelings and emotions.
language	- an essentially human means of communicating ideas or feelings by the use of a set of arbitrary symbols which have conventionalized meanings to which they refer.
a foreign language	- a language which is not representative of a significant group of the populace of a given country. e.g. French in the United States.
a second language	- a language which is representative of a significant group of the populace of a given country. e.g. French in Canada.
the target language	- the language which is the course of study.
learning	- a change in behaviour that is a function of an educative experience, i.e., instruction.

Summary of the Following Chapters

Chapter II will review the related literature and research concerning affect and second language learning. The first section will examine the humanistic or affective education movement and the effects of its impact upon second language learning. The second section will examine the efforts of researchers to link affective variables to second language learning and some of the problems which continue to hinder conclusive research results in this area.

The study itself will provide the focus for Chapter III. The role of the researcher as instrument, the methodology employed, the conducting of participant observation, dialogue journal writing and interviewing as research activities and the analysis of data procedures will be examined.

Chapter IV will present the findings which emerged from the analysis of the data yielded by the research activities. Two stages of analysis will be examined. The first stage will attempt to provide glimpses of classroom life which are representative of a broad range of classroom events. The second stage will begin to explore the affective experience of the second language learner within the context of certain themes which characterize classroom life.

Several general statements about feelings and emotions and the affective experience of second language learning will be outlined in Chapter V. Feelings and emotions and the adolescent; the experience, expression and understanding of feelings and emotions; coping with feelings and emotions; the structure of the French as a Second Language class and its effect upon feelings and emotions; and the place of feelings and emotions in French second language curriculum and classrooms will be presented in order to provide a particular perspective of feelings and emotions and second language learning which has developed from the findings.

Chapter VI will present a second look at the research question and will briefly summarize each of the preceding chapters.

General implications about second language learners and the process of second language learning, as well as implications for the reader and the researcher, will also be outlined.

Chapter II

REVIEW OF RELATED LITERATURE

One does not have to delve deeply into educational literature and research to discern the inferior position attributed to the affective domain in relation to that of the cognitive domain. In 1973, Kahn and Weiss pleaded for research on the "affective which is a relatively new area in educational research and practice [and] still in its infancy" (p. 789).

In the 1970's, the affective, or humanistic, movement made its debut on the educational scene in response to the inadequacies of unidimensional cognitive training. The first section of this review will focus upon this educational movement and its effect upon second language learning. The second section will outline research efforts which attempt to relate various affective variables to second language learning and some of the problems with these efforts.

Humanistic Education

The 1970's witnessed a movement in education toward a type of instruction which reflected concern for personal development, self-acceptance and acceptance by others. Though under multiple headings of "affective," "humanistic," "confluent," "holistic" and "psychological" education, each term aimed at essentially the same goal - the education of the whole person, including the development of the cognitive, motor and affective dimensions of behaviour. In this process of development, emphasis was placed upon attempting to "help people know themselves, be themselves, develop empathy for others, and both accept and release emotional feelings with others . . . With this may come greater self-acceptance as well as acceptance of others and of the realities of the world" (Ringness, 1975, p. 120).

Humanistic psychiatrists and psychologists strongly supported the need to consider the affective dimension as worthy of inclusion in curriculum development and instruction. Rogers (1969) emphasized the role of free expression and utilization of feelings in allowing students to learn more readily. He advocated a place for learning by the "whole" person, with feelings and ideas merged. Maslow (1971) suggested the expression of feelings as a means to the discovery of self and stressed the importance of recognizing emotional responses to the world. Jourard (1971), in his investigation of self-disclosure or sharing oneself, including one's feelings and emotions, regarded this area as vital because "authentic self-disclosure is a way of letting others know of one's self and world, to see if they approve or disapprove - and to see if one likes or dislikes this self and world one's self" (p. 188).

Humanistic Education and Second Language Learning

The integration of second language learning and humanistic education has occurred on a fairly small scale. Thus, the impact of the humanistic movement appears to have had a limited effect upon the learning of a language in the second language classroom. However, the works of authors such as Jarvis, Disick, Christensen, Moskowitz and Galyean have not gone unrecognized.

Jarvis (1975) believed that no other area of the curriculum has greater potential for achieving the goals of the humanistic or affective education movement than that of foreign languages. In the development of language skills the content can be anything, including a focus upon discovering one's identity. Thus, foreign language study could provide each student with an opportunity to answer questions relating to personal feelings, attitudes, desires. Also, in that most students begin their study of the foreign language at "ground zero," this learning experience has the potential to enhance the self-concepts of students and to give them a feeling of accomplishment.

He also hypothesized that the study of a foreign language prepares students for "future shock." Defined in essence as a lack of familiar cues, future shock is not merely cognitive, but is especially affective. "One must experience it in order to learn to cope with it" (p. 106). Thus, a purely cognitive course has limited potential. In foreign language learning, the students are stripped of familiar cues and forced into a direct encounter with the unfamiliar (similar to future shock). They must then learn adapting and coping skills that are applicable beyond the classroom. In the development of these strategies, feelings are examined and discussed in order to come to a new understanding of the experience. Therefore, "the ability to cope and to understand one's feelings in the face of the unfamiliar can be a powerful outcome of foreign language learning" (p. 107).

Disick (1976) stated that a purely cognitive approach to second language learning was inadequate in its attempt to meet the needs of today's student. She proposed a curriculum of the future which would include more than listening, speaking, reading, writing and culture, a curriculum which would encompass an affective dimension. The inclusion of an affective dimension as an integral part of a foreign language curriculum would promote understanding and tolerance among students; respond to the basic needs of students for belongingness, self-esteem and self-esteem of others; stimulate spontaneous conversation; contribute to communicative competence; serve as a strong motivational force; and encourage favourable attitudes towards members of the foreign language community.

Christensen (1977) offered the premise that the affective domain is as necessary as the cognitive domain for optimal language learning in the classroom. He suggested that the personal experiences, values, beliefs, feelings, interests, desires, fears, superstitions, fantasies and imaginings of the student represent affective themes which categorize rich content for stimulating language practice. The role of the teacher is to promote student involvement in expressing what he/she is feeling or thinking. In that most language teaching is cognitively oriented, Christensen suggested tapping the "subjective thoughts and images that reside in the learner's mind" (p. 158) in the form of affective activities. In turn, these activities will lead the students to language competence.

Moskowitz (1978) also suggested the use of humanistic strategies to supplement existing curricular materials. However, her intent was not simply to include these techniques as a teaching device. "The exercises attempt to blend what the student feels, thinks, and knows with what he is learning in the target language" in order "to help build rapport, cohesiveness, and caring that far transcend what is already there" (p. 3). She (1981) believed that the study of a foreign language provides an opportunity for personal and meaningful learning and sharing which helps students to accept and understand themselves and one another. Two studies were conducted by Moskowitz in 1977 and 1978. Though each study was conducted in a different school with different students and teachers, the findings were similar: "The use of humanistic techniques in teaching a foreign language appeared to enhance both attitudes towards the language learned and the students' images of themselves and their peers" (p. 156).

Galyean (1979) delt specifically with the confluent approach to language teaching - an approach which attempts to merge traditional cognitive achievement with the emerging goals of development and interactive dynamics. In confluent language classes, students explore and share various aspects of themselves - their needs, feelings, concerns, wants, interests, images, values, attitudes, behaviours, plans for the future - in the target language. "This series of 'meaning nodes,' sometimes referred to as 'affective loadings,' makes it possible for the learners to derive personal meanings from whatever they are studying" (p. 122). The target language becomes a vehicle for self-awareness, self-expression and self-affirmation. The language-learning process becomes a means of not only perfecting language skills but of understanding self and others.

Related Research Studies

In recent years there has been an increasing awareness of the necessity to investigate the role of affective variables in the second language learning process. One of the major tasks of researchers has been the defining, subdividing and categorizing of the affective components which comprise the affective domain.

Krathwohl, Bloom and Masia (1964) outlined five levels of affectivity in defining the affective domain: receiving, responding, valuing, organizing, characterizing. The five behaviours classified by the taxonomy portray a continuum of internalization in which one moves from peripheral to deep involvement with a particular object or idea.

Valette and Disick (1972) adapted this taxonomy to modern language instruction. They classified the affective goals into five stages of "feeling," with each stage further divided into two categories of behaviour (See Figure 1). The stages of this classification system progress from the student's neutrality towards the foreign language, culture and literature to voluntarily seeking them out.

Brown (1980) stated that "the development of affective states or feeling involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact" (p. 101). He divided these personality factors into three general categories: 1) egocentric factors - one's view of self (inhibition, self-esteem); 2) transactional factors - how the self is transacted to others (empathy); and 3) motivational factors. In his attempt to link the human personality to second language learning, Brown draws upon the results of several research studies. These and other related studies will be discussed briefly in reference to their contributions to understanding the role of affect in second language learning.

Figure 1

Stages of the Affective Taxonomy

Stage		
1. RECEPTIVITY	Awareness	Attentiveness
2. RESPONSIVENESS	Tolerance	Interest & Enjoyment
3. APPRECIATION	Valuing	Involvement
4. INTERNALIZATION	Conceptualization	Commitment
5. CHARACTERIZATION	Integration	Leadership

(p. 44)

An Early Study

One of the earliest discoveries concerning the relationship of affect to second language learning was made by Nida in 1958. He questioned the inability of intelligent, promising young missionaries to master the native languages of the people with whom they worked. In his investigation into the backgrounds of these individuals, Nida discovered psychological factors which gradually produced emotional resistance against the learning of any foreign language. In one case, the missionary's parents were immigrants to the United States who had not succeeded in mastering the English language. The boy dissociated himself with his parents' culture and language and identified himself with the English speaking community. The young missionary's emotional reaction to the ethnic differences of his parents prevented him from learning another language. A second case involved a missionary who had learned the prestige dialect of his native language as a second dialect. His fear of making a mistake in English and revealing his original lower status prevented him from speaking another language where mistakes were inevitable (cited in La Forge, 1971).

Egocentric Factors

Inhibition

One of the few studies on inhibition in relation to second language learning was conducted by Guiora (1972). Small quantities of alcohol were administered to an experimental group of subjects in order to induce temporary states of less than normal inhibition. The performance of these subjects on a pronunciation test in the Thai language was better than that of the control group. Thus, Guiora concluded that a direct relationship existed between inhibition (a component of language ego) and the ability to pronounce a second language.

Guiora's study is based upon the concept of a language ego. Much like a body ego, the language ego is maturational in nature and has definite outlines and boundaries. During the formative years, the ego is characterized by a greater flexibility. As the language ego develops, its flexibility is restricted. Pronunciation, in that it is the hardest to acquire in a new language and the most difficult to lose in the old language, is the core of the language ego. Pronunciation permeability will correspond to the particular stage of ego development. For example, early flexibility of the language ego boundaries is reflected in the ease with which young children assimilate native-like pronunciation. Therefore, a more adaptive language ego would enable the language learner to lower inhibitions that may impede success. However, the need to explore other possibilities for lowering inhibitions is evident.

Curran (1972), in his development of the Counseling-Learning Model, adds support to Guiora's basic position. He noted that the emotional reactions of students struggling with learning a foreign language were similar to those of clients in counseling interviews: both groups experienced anxiety and felt threatened. To break down these inhibitions, Curran created a learning situation characterized by warmth and acceptance - an important means of reducing negative affect. The reduction of inhibitions, which in Guiora's terms would increase ego flexibility, leads to successful second language learning.

Self-Esteem

Little research has been conducted in the area of second language learning and self-esteem. Heyde (1979) was one of the few to investigate the correlation between these two areas. She studied the effects of three levels of self-esteem on the performance of an oral production task by American college students learning French as a Foreign Language. The three levels of self-esteem distinguished by Heyde were 1) global - the individual's evaluation of his overall worth as a person; 2) specific - evaluations made in certain life situations or those based upon particular aspects of the individual; and 3) task - evaluations of himself made by the individual in task situations. Results of the study indicated that all three levels of self-esteem correlated positively with performance on the production task and that the highest correlation existed between task self-esteem and oral performance. Therefore, Heyde concluded that students with high self-esteem performed better in the foreign language (cited in Brown, 1980). This particular study also indicated how self-esteem can block or facilitate cognitive learning and thus affect second language output.

Gardner and Lambert (1972) also included measures of self-esteem in their research of second language learning. However, they were unable to report conclusive statistical evidence to support the relationship between self-esteem and successful language learning.

Transactional Factors

Empathy

In a pilot study conducted in 1967, Guiora et al. began an investigation into the relationship between empathy and second language learning. In this study, a significant relationship between scores on the Micro-Momentary Expression (MME) test and the pronunciation accuracy of fourteen teachers of French was discovered. Further investigation led Guiora (1972) to conclude that empathy, as measured by the MME test and defined as a "process of comprehending in which a temporary fusion of self-object boundaries, as in the earliest pattern of object relations, permits an immediate emotional apprehension of the affective experience of others, this sensing being used by the cognitive functions to gain understanding of the other," is positively related to the ability to authentically pronounce a second language (cited in Stevick, 1976).

The findings of Taylor et al. (1971) also support the relationship between an empathetic personality and successful language learning. In using the MME test to measure the subjects' ability to achieve "empathy" with others, they concluded that "the more sensitive a person is to the feelings and behaviour of others, the more likely he is to recognize the subtleties of a second language and incorporate them into his own speaking" (p. 147, cited in Stevick, 1976).

Motivational Factors

Most research findings on the effects of motivational factors on second language learning indicate that these variables are extremely important in determining second language learning success.

Some of the most well-known studies in this area of research were conducted by Gardner and Lambert (1972). Two types of motivation were identified: instrumental and integrative motivation. Instrumental motivation refers to a desire to acquire a language as a means of attaining instrumental goals such as furthering a future career or acquiring the ability to translate. Integrative motivation refers to a desire to learn a second language in order to become integrated with the culture of the second language group. Their conclusions indicate that second language achievement is facilitated by an integrative motivation.

Lukmani (1972), however, demonstrated that high instrumental motivation scores correlated significantly with English proficiency scores and that successful students were instrumentally motivated to learn English. Tucker et al. (1976) simply concluded that students who are motivated will perform better on the four language skills than those who are not. Thus, in some contexts, learners are successful in learning a language if they are integratively motivated and in other contexts are successful if they are instrumentally oriented. However, the importance of motivation as a factor in determining second language success is evident.

Attitudes

The interrelationship between attitude and motivation indicated by research in the area of foreign language learning necessitates a brief overview of the importance of attitudes as a contributing factor to language learning success.

Rokeach (1968) defined the concept of attitude most specifically: "An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. It is the student's preference which governs his attitude" (p.12). Hancock (1970) defined attitude as simply a "feeling for or against" while motivation is a "perseverance or willingness to expend effort factor" (p. 134). In his classification, Brown (1980) included attitude as a socio-cultural variable. His discussion of the role of attitudes in second language learning focused upon a definition of motivation as a construct of certain attitudes. Thus, motivation to learn a second language is determined by certain attitudes. For example, a positive attitude towards French Canadians will lead to increased integrative motivation and increased language learning success. Jakobovits (1970) regarded attitude as a subtopic of motivation. In his treatment of the two phenomena he concluded that:

> A consideration of motivational and attitudinal factors in foreign language study is relevant from two points of view: (i) the way in which these affect the learner's perseverance; (ii) the way in which these affect the individual's reactions to contact with a foreign culture. (p. 256)

In his analysis of attitude formation, Smith (1971) divided a student's attitude into four components: 1) cognitive - the student develops a concept of foreign language and foreign language class; 2) affective - the student develops certain feelings about this concept; 3) evaluative - the student appraises his/her feelings and experiences; and 4) behavioral - the student acts in accordance with his evaluations. For example, a student may regard foreign language class as a forty-five minute block of time in which he/she repeats and memorizes long sentences. He/she may feel bored or frustrated. An "F" on his/her report card may be evaluated as "French is boring, and because it's boring, I don't like it." The student may then refuse to participate and finally, discontinue his/her foreign language study.

Smith also noted the importance of influencing or modifying unfavourable attitudes. Since attitudes are learned behaviour, they can be changed from negative to positive by appropriate experiences and activities, further emphasizing the importance of the attitudinal factor in foreign language learning success.

Extensive research investigations have been conducted by Gardner and Lambert (1972) on the importance of student attitudes in determining foreign language learning success. In their studies, they have investigated student attitudes towards speakers of the target language and student attitudes towards speakers of other languages. Direct measures such as the Preference for America over France Scale and the French - American Attitude Scale were used to investigate the former and the E-Scale of Adorno and the California F-Scale were used to investigate the latter. They concluded that ethnocentrism and authoritarianism tend to be associated with poor language performance and

> that success in mastering a foreign language would depend not only on intellectual capacity and language aptitude but also on the learner's perceptions of the other enthnolinguistic group involved, his attitudes towards representatives of that group, and his willingness to identify enough to adopt distinctive aspects of behavior, linguistic and non-linguistic, that characterize that other group. The learners motivation for

> language study, it follows, would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language. (p. 132)

Research efforts have also attempted to determine the influence that attitudes of significant others - parents, peers, teachers - have upon student achievement in second language learning.

Gardner (1968) and Feenstra (1969) investigated the role that parental attitudes play in determining foreign language learning success. In his study, Gardner included measurements of parental attitudes towards speakers of the second languages as well as measures of the student's language aptitude, attitudes towards the French-speaking community, reasons for studying French and skill in various aspects of French achievement. He found that student attitudes reflected those of their parents. If the parents displayed a positive attitude toward speakers of the target language, then their children displayed a similar attitude. Feenstra (1969) empirically investigated how parental attitudes clustered with respect to children's language aptitude, motivation and French achievement. Feenstra found 1) that parents who emphasized the integrative orientation and who held positive attitudes towards French Canadians encouraged their children to study French and also had children who were more skilled in some aspects of French achievement and 2) that parents who possessed a favourable attitude towards out-groups and appeared to transmit this orientation to their children had children who were high achievers in French. Thus, both Gardner and Feenstra concluded that the child's integrative, attitudinal orientation is fostered in the home and that an accepting and encouraging home environment has a direct association with second language achievement.

Stevick (1976) was one of the few to comment upon the attitudes of peers in influencing language learning:

> One of my daughters, doing rather well in eight-grade French, explained to me that she could have spoken French so it would sound like the voices on the tapes but she didn't want to sound unacceptable to her classmates. (p.52)

He suggested that the peer group is important in establishing and maintaining one's self-image and that a natural way of showing group loyalty is through speech. Thus, listeners from the peer group who hear a member deviate from typical, accepted pronunciation may regard the speaker as a threat to the group's identity and cohesiveness.

Savignon (1976) focused her discussion on "the other side of the desk," - on the importance of the attitude and motivation that the language teacher brings with him/her to the classroom. The teacher's attitude toward language and the language being taught will influence the teacher's attitude towards his/her students and their language learning. In this way, the language teacher may help or hinder second language achievement.

A Turning Point in the Research

To this point, the literature and research on the relationship between affective variables and second language learning covers a wide range of behaviours and constructs lumped under the single term "affect." In addition to the variables in the studies previously outlined, "cognitive style" (Brown, 1973), "reserved vs. outgoing personality" (Chastain, 1975), "creativity" (Chastain, 1975) and "adventuresome" (Tucker et al., 1976) have also been investigated as "affective" factors which influence learner behaviour in second language study.

Scovel (1978) was one of the first in the field of second language learning who attempted to ameliorate the situation by employing traditional psychological theory to define affective variables. He then classified these variables as a subset of variables intrinsic to the learner (See Figure 2). Under this theory, affective variables are defined "if they are to be viewed correctly, [as] those factors which deal with 'vedana' (feelings), the emotions of pleasure and displeasure that surround the enterprise of a task such as second language learning" (p. 131).

Figure 2

Some Intrinsic Learner Variables:

Classified as 'skandhas'

according to Buddhist Philosophy

'Skandhas'	English Term	Example of Research on this Variable
'rupa'	body	lateralization and the critical period for language learning
'samskara'	impulses	integrative vs. instrumental motivation
'sanjna'	perceptions & cognition	the conscious use of the "monitor" by adult language learners
'vijnana'	consciousness or soul	empathy
'vedana'	feelings or affective variables	anxiety

(p. 131)

Anxiety

Scovel (1978) then isolated anxiety as one of the most important affective variables that influence second language learning and showed that ambiguous experimental results in anxiety research could be clarified by distinguishing between facilitating and debilitating anxiety.

Kleinmann (1977) originally defined these two types of anxiety: 1) facilitating - anxiety which motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approach behaviour; and 2) debilitating - anxiety which motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adapt avoidance behaviour. In the study, he attempted to discover if a correlation existed between avoidance behaviour and anxiety and measures of second language behaviour. In fact, he did establish that facilitating anxiety encouraged the learners to employ the very English structures that their native language group tended to avoid and thus concluded that variables such as anxiety which characterize the affective state of the learner do influence second language production.

In his examiniation of anxiety, reserved vs. outgoing personality and creativity, Chastain (1975) found a positive correlation between affective characteristics and course grade. In a university audio-lingual French-as-a-foreign-language class, a negative correlation was established between test anxiety and final course grade. Anxiety was also established as a significant predictor of success in learning Spanish as a foreign language. Thus, Chastain concluded that affective factors have at least as much influence as do ability factors in determining success in the study of a second language.

Research conducted by Shohamy (1982) supported Chastain's conclusions. Her findings indicated that students prefer tests which create low anxiety and provide a relaxed atmosphere. Results attained by Shohamy also indicated that a good performance on a cloze test corresponded to positive feelings towards the test and that a poor performance corresponded to negative feelings.

Krashen (1982) included anxiety as one of three main categories of affective variables which relate to success in second language acquisition. Motivation and self-confidence are the two other categories of variables identified. The Affective Filter Hypothesis is an attempt to explain how these affective factors relate to second language acquisition:

> ...[language] acquirers vary with respect to the strength or level of their Affective Filters (Dulay and Burt, 1977). Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter - even if they understand the message the input will not reach that part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to

> second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. (p. 31)

In this way, affective variables may impede or facilitate language acquisition.

Thus, it follows logically that classroom situations which encourage low filters and promote low anxiety are the most desirable. Several methods, such as Counseling-Learning, Total Physical Response, the Natural Approach and Suggestopedia, have been designed with the purpose of keeping students "off the defensive" (Stevick, 1976). Counseling-Learning, as previously stated, is a method which attempts to lessen anxiety and overcome other threatening affective factors which lead to feelings of alienation and inadequacy. The Total Physical Response technique (Asher, 1969), which consists basically of having the student listen to a command in the target language and immediately obey with a physical action, contributes to lowering student anxiety by allowing students to decide for themselves when they are ready to produce orally in the second language. It is purported that the student will make the transition from listening to speaking when his/her listening comprehension is sufficiently advanced. Essentially, the technique provides a rapid, non-stressful way to understand a second language. The Natural Approach (Terrell, 1977) also allows for this silent period. Another strength of this approach is that error correction for form is not done in the classroom. The student is encouraged to communicate - to say new and interesting things without the fear of being embarrassed in front of his/her peers. Suggestopedia (Bancroft, 1978) aims at relaxing the student, reducing anxieties, removing mental blocks and building confidence. With the aid of special breathing exercises, physical exercises and music, mental alertness is increased and tension is reduced. All of these methods are united in their attempt to underline the importance of providing low anxiety learning situations for second language learners.

Problems in Existing Research Studies

Given that research in the affective domain is a relatively new field, it is not uncommon to encounter problems or gaps in the existing research studies. Five of these concerns, as they relate to second language learning and affect, are briefly outlined below:

1) The affective domain is one of the most confused and ill-defined areas of both educational research and literature. One source of confusion is the overwhelming abundance of terms which is used at first interchangeably and then distinctly in reference to the affective domain.

2) Effort has been channelled into organizing, defining and classifying behaviours which are characteristic of the affective domain. However, in the taxonomies developed by Krathwohl et al.

(1964) and Valette and Disick (1972), all aspects of affectivity are considered except emotions and personality. In these taxonomic approaches to defining affectivity, "What is the role of emotions?" and "What is the role of emotions in second language learning?" respectively remain unanswered. Brown (1980) discusses the importance of personality factors but he fails to consider human feelings and emotions as relevant to second language learning. Scovel (1978) is one of the first to attempt defining affectivity solely in terms of emotions.

3) Research efforts in this domain have also ignored the suggestion of humanists to study all aspects of human behaviour, including feelings and emotions, in order to understand the whole human being. Humanism represents a particular psychological view of the nature of the human being, as a unified whole rather than as a series of different parts.

4) Certain empirical research which has investigated the relationship between affect and second language learning has been plagued by problems of validly measuring isolated affective variables: Schumann (1975) and Brown (1980) question the Micro-Momentary Expression test as a valid measurement of empathy; Oller (1981) and Oller and Perkins (1978) argue that the motivational and attitudinal measures used by Gardner and Lambert and others may, in reality, be tapping a language intelligence factor directly, though weakly.

5) In all areas of second language learning, including the affective domain, the learning of a second language in a classroom setting "has still been rather neglected as an object of inquiry" (Stern and Cummins, 1981, p. 198).

Summary

This literature review has presented evidence of an increasing awareness of educators, authors and educational researchers in the field of modern languages regarding the importance of affect to the second language learning process. In addition, it has attempted to focus upon some of the inadequacies in existing education research and literature with respect to the affective domain.

Within the framework of this review of literature, the need to understand how students in the second language classroom experience and express the affective dimension of second language learning is evident. The research goal now becomes one of investigating affectivity from the point of view of the second language learner. Chapter III will focus upon this investigation.

Chapter III

THE STUDY

In the investigation of the relationship between second language learning and affect, quantitative research has left a wealth of information untapped. Despite serious attempts to investigate second language learning by empirical methods, questions which are crucial to second language teachers and learners remain unanswered. In this study I chose to investigate the reality of affect as experienced by students in the second language classroom by a combination of qualitative activities. These activities were compatible with the nature of emotional experience and allowed enough latitude to explore firsthand the affective world of the second language learner. They were also ideally suited for the analysis of the multiple perspectives which characterize affective experience and expression.

The Researcher as Instrument

In a study of this nature it is inevitable that what the researcher will come to know will be influenced by several factors: the ways of being in the world which are studied, chance, what others will allow to be known, the experiences and expectations of the researcher. In order that the reader may better understand the first factor, it is necessary to briefly discuss the possible influence of the latter factors.

What influence did chance have in revealing insight into an emotional way of being? Initially, in that the research for the study was conducted during six consecutive weeks of French classes, I feel that a representative picture of class life was portrayed. A variety of typical classroom events occured and these events were accompanied by natural emotional experiences. Secondly, given that the study focused upon affect and not methodology, a "true" picture of class life, if indeed one does exist, was not essential. Also, in that the study was conducted during March and April of the school year, I witnessed an approach towards the culmination of the year's experiences. Therefore, it is not likely that chance significantly influenced the data collected.

I held a position of French teacher at the school in question from 1976-1983. Having taught the participants for one or two years, I had the advantage of a previously established relationship of trust and openness with the participants in the study. I hoped that this rapport would positively affect the student's willingness to join me in dialogue journal writing and interview situations and to share openly their experiences with me. I was of the opinion that the nature of the affective domain does not lend itself to investigation by an "outsider" and that an "inside" approach would yield more fruitful results.

To the best of my knowledge, this opinion held true. Openness and honesty were achieved. Written and oral comments by the students revealed feelings of enjoyment and satisfaction in the experience of sharing their emotional world with me. The students also expressed reservations about participating in the study "if they had not known me before" or "if I had not been their teacher last year."

Einstein showed that what one saw would depend on where one stood (Barnett, 1968). Any study of human beings conducted by another human being is bound by human values. It is inevitable that my research findings will be influenced by my experiences and expectations. I brought to this study seventeen years as a second language learner and seven years as a French as a Second Language teacher. I had taught in the classroom where I now sat as an observer. The students around me were "my kids" - the kids I had talked with, laughed with, shouted at. To me, as their teacher, they represented symbols of cognitive success. Peripherally, I had been aware of how they felt in my classroom. Now, my expectations as researcher were to bring their emotional experiences to the forefront, a task I had too often neglected as their teacher.

Methodology

The research involved a case study of six Grade IX students of French as a Second Language in a public junior high school. As Stake (1980) has noted, the case study is a way of organizing social data in order to preserve the unity character of the object being studied. The focus is upon a single enterprise under natural circumstances. This approach was an appropriate means of gaining access to the wealth of human emotions experienced in the classroom setting - the focus of this study. To quote Patton (1980, p. 40):

> This holistic approach assumes that the whole is greater than the sum of its parts; it also assumes that a description and understanding of a program's context is essential for understanding the program. Thus, it is insufficient simply to study and measure the parts of a situation by gathering data about its isolated variables, scales or dimensions.

The activities used in the study included participant observation, participative dialogue journal writing and interviewing. Stake (1980) stressed the importance of triangulation - an attempt at arriving at the same meaning by three different approaches. The three approaches were also utilized to investigate as many different dimensions of the problem as possible.

A threefold approach will also compensate for the limitations of certain activities. To quote Patton (1980, p. 157):

> Observations are a limited source of data collection because the observer may affect the situation being observed in unknown ways; ...participants may behave in some atypical fashion

> when they know they are being observed; and a selective perception of the observer may distort observational data.

To quote Cohen (1981, p. 308): "Classroom observation can be used to record nods of the head, smiles, eye movement, and what students say, but not what they are thinking or what they feel." Dialogue journal writing and interviewing lent themselves to the investigation of thoughts and feelings.

The merits of journal-keeping lie in providing

> an opportunity to enter into dialogue with the students on a different level from daily classroom dialogue. By making written comments in student journals, asking questions and encouraging written response on the part of the student, the teacher can make the journal experience a two-way street and enter into conversation with the student in a manner which may help the student to think more deeply and respond more honestly. (Craig, quoted _in_ Dillon, 1983, p. 377)

Taped, standardized, open-ended interviews were conducted to explore and clarify issues, questions and reactions that surfaced during the two months of research. The flexibility of the interview session also provided the participant with an oportunity to express freely any feelings or concerns that he/she might have had at this time. However, interviews also have limitations as a source of data "because participants...can only report their perceptions of and perspectives on what has happened. Those perceptions and perspectives are subject to distortion due to personal bias, anger, anxiety, politics and simple lack, of awareness" (Patton, 1980, p. 157).

Each of the three activities is characterized by particular strengths and weaknesses. However, taken together, as complete a picture as possible was obtained of the second language learner's affective world.

An Overview of Research Activities

The three activities outlined above allowed me to explore the emotional experience of the Grade IX French as a second language learner, to obtain written and verbal descriptions of these experiences and to understand these experiences within the context of classroom life.

I spent five consecutive weeks in each of the two Grade IX French as a Second Language classes. Class 9-1 was scheduled Mondays, Tuesdays and Thursdays from 9:50 A.M. to 10:50 A.M. Class 9-2 was scheduled Mondays and Tuesdays from 2:05 P.M. to 3:05 P.M. and Thursdays from 1:05 P.M. to 2:05 P.M. I sat at the back of the classroom taking observational field notes during each class. The participants recorded their thoughts, experiences and feelings and emotions or sometimes comments on questions in their journals. At the end of each class, the journals were submitted to me. I responded with comments or further questions and returned the journals to the participants before the next French class. Taped, standardized, open-ended interviews were conducted upon completion of the observation and dialogue journal writing activities. Five of the six interviews were completed Monday, Tuesday and Wednesday (of the following week) during lunch hour and after school. The last interview was rescheduled for the next Thursday as the student originally scheduled for Wednesday at noon was absent due to illness. The interviews were conducted in a small A-V room adjacent to the French classroom.

Each of these three activities was valuable in its contribution to the study. The following section includes a detailed description of these activities in order to focus upon the value of the methodology and to provide the reader with an opportunity to share vicariously my experiences as "researcher."

The Research Activities

Selection of Situation and Entry

Owing to the nature of the study and the question under investigation, it was my original intent to ask students whom I had previously taught to participate in my study. In early autumn, I contacted the principal of the school where I had taught and obtained his consent to conduct my study. Initial contact with the French teacher at the school was made in late fall (1983). I explained the objectives of my research project to her. She seemed receptive to my proposal and agreed to allow me access to the Grade IX French as a Second Language classes. At the end of February, 1984, I met with

Mrs. G. again to clarify procedures for the study. We discussed the in-class observation, dialogue journal writing and interview activities involved as well as the proposed time-line for the three activities.

At this time, I also contacted a colleague of mine who teaches French as a Second Language in another public junior high school. I requested her help in randomly selecting six of her students to respond to thirty sample questions which I had prepared for the dialogue journal writing and interview activities. She readily agreed and within the week I had received the completed responses. The manner in which these students interpreted and responded to the questions was beneficial in helping me to formulate my research questions during the study.

Selection of Participants

In the selection of participants for the study, I began by choosing every third student on the class list from Class 9-1 and every fifth student on the list from Class 9-2. These six students were paged and asked to meet in the French room after school on February 27, 1984. The purpose of the study and the role that he/she would play in it were explained to each participant. Anonymity and confidentiality were stressed during the presentation. Students were encouraged to participate only if they were truly interested in the project. After school the following day, I met with the students again. Three of the six indicated a desire to participate in the study. The same evening I contacted three other students by phone and they agreed to participate. Consent forms were distributed to all participants and their parents the next day (See Appendix A).

Therefore, a total of six Grade IX students - three from each class - enrolled in the French as a Second Language program were selected as participants in the study. Of the six students, four were female and two were male. Their backgrounds were varied. Report card averages indicated that four of the participants were high achievers in French and that two of the participants were low achievers. Four of the six participants were also part of a group of students that I had chaperoned on an educational tour of Quebec in the spring of 1983. I was very pleased at the prospect of working closely with all six students for the duration of the research project.

Participant Observation

The typology of participant observation developed by Junker (1960) describes four points along a continuum: complete participant, participant as observer, observer as participant and complete observer (cited _in_ Patton, 1980). In that Mrs. G. and the students knew that I was present in the classroom in the capacity of "researcher," I assumed the role of participant as observer.

Location of the Observation

The shape of the French classroom is best described as an uneven pentagon. The walls were constructed of cream-colored cement blocks. The back wall, which separated the classroom from the library, contained an in-set section of rectangular windows. A blue door in the left hand corner of the room lead to the library. Diagonally across the room was an orange door which served as the main entrance and exit for the classroom. The ceiling was tiled and supported sections of fluorescent lights. A worn, orange, in-door out-door carpet covered the floor.

I sat in the back, left-hand section of the classroom in a vacant desk. Directly to my left was a three-tiered shelving unit. The wall was partially covered with three beige bulletin boards. Two of the three boards displayed coloured posters of "La Normandie." The third board was void of display materials. A trolley, with fifteen French-English dictionaries and fifteen French atlases, and an overhead projector were positioned in the left-hand corner of the room. The front wall contained two sections of blackboards and a pencil sharpener. The right wall was partially covered by one bulletin board and one combination bulletin board/black board. A heating register was located between them. The bulletin board was covered by a Quebec provincial flag - a gift to the students of French (1982-83) from their penpals in St. Bruno. A stereo was positioned below the blackboard. The adjacent wall also contained a beige bulletin board. Another heating register was situated beneath it. Mrs. G.'s desk was situated behind me, on the right. A table and various shelving units filled to capacity with French books, games and magazines were placed beneath the windows. The centre of the classroom was occupied by thirty student desks. The desks were arranged to face a center aisle - five rows of three on each side.

My Presence in the Classroom

My initial arrival at the beginning of each of the French classes generated much excitement and curiosity: "Why are you here?"; "How long are you going to stay?"; "Are you going to teach us again?" Since I had not seen or talked to many of the students since last June, I was also bombarded by questions of a personal nature: "How is married life?"; "Where are you living?" I answered as many questions as possible and the classes soon settled down to routine. By the next visit, my presence was no longer a novelty.

For the most part, non-participants in both classes ignored my presence except for an occasional "Hi" or a casual glance. The only exceptions were two students, one in each class, who continually watched me as I observed the students involved in the study. There were also two occasions when the classes tried to involve me in the lesson. On the first occasion, the students were working in pairs on an oral presentation. The general classroom procedure is for the students to raise their hands and wait for the teacher to assist them with their problems. It did not take the students long to realize that another resource person was present in the room and I was soon approached by students for help with their assignment. Eye contact with Mrs. G. indicated that she did not perceive this to be a problem. At this time, efforts to avoid helping the students would have been more conspicuous than simply answering their questions. On the second occasion, Class 9-1 tried to involve me in a competition. They genuinely believed that I felt left out by not participating! Fortunately, an even number of students for teams provided a logical excuse for declining.

The effect of my presence on the classroom teacher is difficult to estimate. From personal experience, I would venture to state that the teacher would continue to conduct her classes in much the usual manner. On several occasions, Mrs. G. did watch my reaction to a particular event. She also conferred with me on certain grammatical problems encountered during the lesson and informed me about her perceptions of particular situations.

The reactions of the participants to my presence in the classroom were varied. Before or after class, the students would often stop to chat about how my project was going, the weekend, exams, etc. On one occasion, Elizabeth showed me pictures of her cat and on another Meredith showed me a picture of herself at the age of five. During class, Jennifer, Meredith, Elizabeth and Christopher rarely looked in my direction. However, upon occasion they would look at me to see if I had reacted to a particular classroom incident. Trixie and Robert seemed to be most aware of my presence. During the interview, Trixie commented that she was glad to have me back in the French room: "I felt more comfortable when you were back. I just felt like I was doing better when you were there. I felt good about myself knowing that my old French teacher is back." In his journal, Robert wrote: "How does it feel to be back in the school but not be the teacher? I think it's a pleasure to have you back, even if it is only for a little while."

I found Robert's question to be a very perceptive one. It forced me to admit to myself how I felt being back in the classroom where I had spent seven school years. Initially, it was very difficult to observe another teacher teaching "my kids." I found myself exerting a great deal of self-control in order to refrain from jumping up and shouting "I'm the teacher! Let me teach!" I realized how much I missed teaching and "my kids."

After the initial observation sessions I began to make the transition from "teacher" to that of "researcher." However, the influence of my experience as a French as a second language teacher was always present. At times, I found myself so intent upon the content of the lesson that I failed to watch the participants' reactions or I found myself making mental value judgements on the effectiveness of the lessons. "Teacher," "researcher," "human being" were involved in an on-going conflict within me.

Observational Notes

Dispersed throughout the initial entries in my journal of observational notes were questions of uncertainty:

> "Am I looking at the right things?" "Am I recording the right things?" "Should I be writing down how I think the students are feeling?" "How long should the observation of each student be?"

Gradually, I began to gain confidence in my abilities as an observer. I soon developed a system for structuring my entries (See Appendix B) and learned to shift my focus from student to student depending upon the nature of the activity. During oral drill, homework correction, competitive games or any activities which centered upon individual students, I recorded the teacher's question, the student's verbal response and accompanying body movements and my perceptions of the student's emotional reaction. During exams, group work or "free time," I focused on one student for several minutes before shifting my attention to another.

At the end of each day, the observational notes were carefully reread. Recorded behaviour, occurences concerning the process of observing and inferences about the findings were then coded

"ON" - observational notes, "MN" - methodological notes and "TN" - theoretical notes (Batcher, 1981) for future analysis. Any exams, exercise sheets or hand-outs distributed to the students during class were also attached to the day's notes for future reference.

The Value of Observation and Observational Data

The observational sessions and the data that they yielded were very valuable components of the study. Firstly, by directly observing classroom procedures and activities, I was able to place the study in context - an essential part of attempting to maintain a holistic perspective.

Secondly, I had the advantage of directly experiencing life in the Grade IX French classroom. I could discover firsthand part of what this life world entailed and did not have to rely upon prior experiences.

Thirdly, observation provided direction for the journal writing and interview activities, often highlighting aspects of classroom routine which students and teachers take for granted.

A fourth advantage of careful observation was that it provided insight into areas that students may be sensitive to or unwilling to discuss.

Fifthly, I had the opportunity to record various descriptions of the students' physical responses which accompanied particular emotional experiences described in their journals.

Finally, firsthand experience generated much personal food for thought. My impressions and feelings became an important part of the data collected (Patton, 1980, p. 125).

Dialogue Journal Writing

Since dialogue journal writing is a relatively new research activity, I found little guidance in structuring my approach to this component of the study. Essentially, intuition and common sense were my only guides.

The focus of the dialogue journal writing activity was carefully explained to the participants on an individual basis. I stressed the importance of describing how he/she felt during the progression of the French lesson. I confirmed that Mrs. G. had given her permission for the participants to write in their journals at any time during the lesson. In addition, I emphasized the fact that the journal was something that only the participant and I would share and that it was a vehicle for two-way communication. At the beginning of the second week of this activity, I distributed a set of guideline questions (Cooper, 1982) to the students in order to help them focus their attention upon the feelings and emotions experienced in class (See Appendix C). I also adapted an affective exercise sheet to the dialogue journal activity in order to encourage the written expression of these feelings and emotions (See Appendix D). Several copies of the sheet were given to each student before class at the end of the second week of the activity.

It was interesting to note the various attitudes and approaches the students adopted towards journal writing. Happily, all the students were extremely conscientious about daily entries in the journal and about submitting them to me the following day if they had taken the journals home to complete an entry. The students also openly expressed concern about recording enough material or the right kind of material and about answering questions. Meredith wrote: "Sorry I didn't get that much written today." and asked: "Am I doing what you wanted?" In response to a question concerning the classroom teacher's most frequent commands, Robert wrote: "I'm sorry I can't help but I just can't think of one but give me time I just might." When he was unable to answer questions Christopher wrote: "I couldn't answer the first two questions. I'm sorry." General comments also surfaced. Elizabeth stated: "I like writing in the journal but before I had my doubts but now I think its a good idea. It's nice to tell someone how you feel." On one occasion Robert interpreted one of my entries which included answers to his questions, my comments and questions as: "I'm surprised you didn't ask me another full page of questions. I guess I'll just have to answer the few you gave me (sob). (don't take that too seriously, I didn't say I loved to answer a full page of questions.)" However, Robert was also very sensitive to the focus of dialogue journal writing: "Before I answer these questions let me say that I knew you would ask these." Essentially, all of the participants shared Robert's sensitivity but they differed in their approach to writing. During class, only Meredith and Elizabeth would write in the journals at any point in the lesson. The others would wait for a "break in the action" before writing. For Meredith, Elizabeth and Robert the journal was a combination of personal entries and question-answer material. The others seemed to take their cues for an entry from my questions.

I was very pleased with the data that the journals yielded. It was a very difficult task that I asked of the students - to express and describe their feelings and emotions within the context of the French classroom. Throughout the journal writing activity, I made a point of encouraging and thanking the students for their efforts: "I really look forward to reading your latest entry in the journal."; "I really appreciate your participation in my study!"; "Thanks for describing the classroom and your classmates." I also made a point of sharing certain aspects of my personal and professional life with them: "This weekend my sister and I are flying to Medicine Hat..."; "Thanks very much for welcoming me back to the classroom. I really miss teaching and most of all, I miss 'my' students." The honesty and openness on my part were key factors which contributed to the honest and open approach adopted by the students. We were sharing our worlds. In addition, I attempted to keep my entries informal, signing my first name and using language that was neither technical nor formal. This was probably my most difficult task: to convey meaning and yet "sound" conversational.

Student Journals

Journal entries were recorded in coiled scribblers purchased at the University of Alberta bookstore. I hoped that the choice of scribblers would help to reinforce my position as "student"/"equal" in that I also recorded my observational data in a notebook of this type.

The journals were submitted to me at the end of each class. My entries varied in accordance with what had transpired in the lesson observed and what the students had written. I also included items of a personal nature - "Do you plan to go to University?"; "How was the ski trip?"; "How is Tiger?" - in an attempt to demonstrate to the students that I was genuinely interested in them as people and not only as participants in my study (See Appendix E). Upon completion of my entries, the journals were placed in an envelope and sealed and placed on a corner of the teacher's desk in order to be readily accessible to the participants. If the journals were kept by the students, I would collect them the following school day and complete my entry before the next class.

At the end of five weeks, I asked the students to reread the content of the journals and add any comments or questions that they might have. Pencil or pen marks which were not there previously indicated that in fact the students had complied with my wishes. However, except for a grammar correction, no additional entries were made.

After collecting the journals, three copies of each one were made in order to facilitate analysis and to ensure the safety of the data source in case of loss or damage to the original.

The Value of Journals and Dialogue Journal Writing

The value of the journals and of the dialogue journal writing activity is in many ways unique. Initially, the activity provided the students with an opportunity to develop an awareness of their feelings and emotions, both within and outside the confines of second language learning.

Secondly, dialogue journal writing yielded written descriptions, in the students' own words, of their emotional experiences within the second language classroom.

In turn, those written accounts allowed me to compare my perceptions with those recorded by the students - a third advantage of the activity.

Fourthly, dialogue journal writing provided an opportunity for the participants to respond to affective exercises which were not a part of established classroom routine. The data collected from this source made an important contribution to answering the research questions outlined in Chapter I.

Fifthly, the sharing generated by dialogue journal writing allowed the participants and me to strengthen bonds of trust, honesty, openness and friendship.

Finally, the dialogue journal activity provided an excellent stepping stone for the interview activity which followed.

Interviews

The purpose of the interviews was to provide an opportunity for me to engage in dialogue with each participant in the study. It was my intent to enter his/her world - "to enter into the other person's perspective" (Patton, 1980, p. 196).

In order to achieve this purpose, an effort was made to ask open-ended questions (See Appendix F). Dichotomous questions which simply required "yes" or "no" answers were avoided. The students were encouraged to talk about their experiences, feelings and opinions and permitted to express them in their own terms. The basic wording and sequence of questions were prepared in advance in order to facilitate comparability of responses and analysis of data. However, certain questions which emerged from observation and dialogue journal writing were matched to individual students. An attempt was also made to remain flexible during the interview in an effort to more readily adapt the interview to the interviewee.

The interviews were approximately thirty minutes in duration. In addition, I spent from ten to sixty minutes talking to the students after the interview. Various topics, ranging from family life to reminiscing about a tour to Quebec, were discussed. Once again, I wished to reinforce that I was interested in the students as people and not merely as participants.

Immediately following the departure of each interviewee, observations about how the student reacted to being interviewed, my perceptions about conducting the interview and any other insights that emerged at that time were recorded.

Recording the Data

Tape Recording the Interviews

All recording equipment was set-up in advance and tested. Upon arrival of the interviewee, I carefully explained the justification for using the tape recorder - I could not write quickly enough to record what was said and, in order not to miss anything, I would like to tape the interview. The participants were not pleased at the prospect of having the interview taped but consented on the condition that they did not have to listen to the tape.

During the interview, I tried to maintain a conversational tone of voice. The students were all a little nervous and I wanted to try and put them at ease. My attention was focused on the interviewee almost constantly in order to indicate to him/her that I was interested in what he/she was saying. Eye contact, smiles, nods of the head, also helped to reduce tension and to maintain open channels of communication.

Transcribing the Interviews

All interviews were fully transcribed either the afternoon or evening following the interview. The primary objective of the verbatim transcription was to compile actual quotations spoken by the interviewees. To quote Patton (1980): "no matter how careful (sic) one words interview questions, it all comes to naught if the interviewer fails to capture the actual words of the person being interviewed" (p. 246). Each interview required two to six hours of time to transcribe. The usefulness of the transcripts, however, more than compensated for the time cost factor.

After all transcripts were completed, they were carefully reread. Any areas of vagueness or apparent contradictions were duly noted and clarified over the phone with the interviewee involved.

Three additional copies of the transcripts were then made in order to facilitate future data analysis.

The Value of Interviews and Interviewing

The value inherent in interviews and the interviewing process was essential to the study. Firstly, the interview provided an opportunity for me and for the students to ask questions which remained unanswered after weeks of observation and dialogue journal writing activities.

Secondly, the interview experience provided an additional opportunity for the students to increase their awareness of themselves and their feelings.

Thirdly, this awareness allowed me to compile pages of quotations which included the participants' exact expressions of their experiences.

Finally, the interview session permitted me to go beyond the observable, external behaviour displayed in the classroom to the inner, inobservable world of the interviewee.

Conducting the Study: Summary

The research for the study was conducted over a seven-week time period - from March 5 to April 19, 1984. Six Grade IX students enrolled in two classes of the French as a Second Language program at a public junior high school were selected to participate in the study. In order to facilitate observation, three students were chosen from each class. My task, as I conceived it, was to discover first hand the affective experience of second language learners within the context of a second language classroom. Building on a previously established relationship of trust and openness with students I had taught, I used participant observation, dialogue journal writing and open-ended interviews to explore a world I had often viewed only as "teacher." As "researcher," it was my intent to understand emotional meanings attributed to the learning situation by sharing them with these second language students.

Analysis of Data

At the conclusion of the data collecting stage in the study, approximately seventy-five pages of handwritten observational notes, eighty pages of journal entries and seventy pages of handwritten interview transcripts were compiled.

The process of analyzing the data was similar but less complex than that adopted by Batcher (1981). Initially, a list of topics was made from the three data sources. Each topic was then written on an index card. At this point, data from the notes, journals and transcripts was matched to the topics recorded on individual index cards by a simple procedure of cutting the appropriate sections from copies of the data sources. The index cards and corresponding "cut-outs" were then sorted and resorted into groups until general categories began to emerge. Several attempts finally yielded a unified schema. The categories which resulted were then titled according to the central theme of the grouping. Chapter IV will examine the final analysis of the data, including the main groups, sub-groups, topics and sub-topics.

Chapter IV

THE FINDINGS

This chapter examines the affective experience of the second language learner in two different stages. Each stage is approached in much the same manner as one might approach the eating of an artichoke - peeling off the outer leaves until the delicate heart is exposed.

The first stage presents several glimpses of classroom life which are representative of a broad range of occurrences. Events recorded in the observational notes are presented in order to introduce the reader to Mrs. G. and her French as a Second Language students, to allow the reader to briefly observe classroom life and to provide the reader with cues to lesson content, classroom procedures, dialogue and humour as well as teacher and student behaviours. At this stage in the analysis, the affective experience remains unexplored.

The second stage of analysis begins to examine the feelings and emotions of the participants under a given set of circumstances. The subjective experience of the students' inner world is presented in the form of affective themes. The context is established in order to provide a point of departure from which to explore and achieve a deeper understanding of the affective experience. Most of the material presented for examination contains descriptions and direct quotations from student journals and interview transcripts. Brief supplementary explanations, some of which are based on recorded observational notes, are added on occasion in order to aid reader comprehension. As the analysis progresses, an attempt is made to expose the very core of the affective experience of second language learning. Descriptions of what it means to feel happy, bad, nervous, embarrassed, bored, frustrated, proud, etc. are presented in the form of verbal images created by the learner.

Glimpses of Classroom Life

This first stage of analysis contains accounts of eleven episodes which are characteristic of the total picture of life in two Grade IX French as a Second Language classrooms. These particular events were chosen because they tended to silhouette a range of episodes as they occurred over five weeks. The events are presented as they were recorded in my journal of observational notes.

On Passing

The class is ready to begin. Mrs. G. asks Tracey to hand back the students' workbooks. Trixie volunteers to help:

"Do you have to pass these out? I'll help you."

Trixie stops to talk to Sherri. After distributing the workbooks, she sits down at her desk and carefully opens her workbook to the exercise marked and graded by the teacher. She says,

"Ooooh! I'm passing!"

and starts to laugh.

Dialogue Preparation

Elaine and Violet are working on their dialogue presentation for the second consecutive period.

Elaine is talking to Val about the assignment. She laughs at Linda's singing. Linda then begins to tell a story. Elaine reluctantly focuses her attention on the dialogue:

> "Does 'souper' have one 'p' or two? Is it masculine or feminine? Je suis venue au restaurant pour le souper."

Elaine turns around and writes on Charlie's notebook with a yellow felt pen. Val asks Elaine a question about indirect object pronouns. She leans over to help Val, laughs and tells Val to ask the teacher for help.

Elaine checks "souvent" on the list of grammatical structures required for the presentation. She says,

"Ha! This is going fast!"

Elaine raises her hand to signal for the teacher's assistance. Mrs. G. helps Elaine with her problem. Elaine purses her lips, smiles, writes, grimaces, laughs and then brushes her bangs from her forehead. She looks around the class and says,

> "I hope everyone used deodorant today. They all have their hands up."

Elaine then declares,

> "We're finished! It's good to be finished!"

Charlie asks if the word "sweatshirt" is masculine or feminine. Elaine refers to her notes and turns around to help him.

Class Presentations

Elizabeth and Violet are practising their dialogue presentation. Elizabeth looks around the classroom and rolls her eyes. She says,

> "I can't remember my line."

She pretends to shoot herself in the temple and then:

> "All I say is 'Est-ce que,' 'Est-ce que,' 'Est-ce que!'"

The teacher asks for two volunteers to present their dialogues. No one volunteers. She selects Elizabeth and Violet. Elizabeth groans as she walks to the front of the room. During the presentation, she balances precariously on the outer edges of her feet. Upon completion of the dialogue, she looks first at Violet and then at the class. She crosses her arms over her chest and asks,

> "Is that it?"

She quickly scoots back to her desk, sits down and begins to chew on the end of her pen.

Mrs. G. then calls upon Trixie and Cara. Trixie cries,

"I don't want to do this. Oh God!"

She shifts from foot to foot and then leans on the blackboard. She laughs and covers her eyes with her hands. Aimlessly, Trixie picks up a piece of chalk from the ledge. Cara coaches her - she has forgotten her lines. She rubs her arms and then returns the chalk to the blackboard ledge. The presentation has ended.

New Words

Mrs. G. is presenting new vocabulary to the class. Christopher is sitting in his desk, supporting his head with his hands. His gaze is focused on the flashcards his teacher is holding. He begins chewing on his pen and then crosses his hands under his chin. He yawns and repeats in chorus with the rest of the class - "un homme", "une dame". He turns around and whispers to Charlie. He starts twirling his pen on his desk. He repeats "Tout le monde joue au football."

Christopher is asked to read a question using the new vocabulary from the textbook. He asks,

"May I get a book? I don't have mine."

Cara points to the appropriate question in the textbook. Christopher begins to read. He makes an error. The teacher clears her throat. Christopher corrects his answer. Tracey sticks out her tongue at him.

Christopher smiles and turns around to confer with Charlie. Mrs. G. shouts "Christopher!" He turns around and continues to read. Another error is made. The teacher corrects Christopher's pronunciation. He smiles and mumbles "whatever." Mrs. G. asks him to repeat the corrected phrase. Christopher blushes and asks "Again?" The teacher persists until a correct answer is achieved.

The Grammar Test

9:50 Mrs. G. is reviewing the function and position of direct and indirect object pronouns before the test is administered.

9:55 Trixie is repeating the function of the pronouns to herself as the teacher distributes the test.

9:58 The exam begins. Christopher is tapping his feet. He scratches his nose and lip. Elizabeth is chewing on her thumb. She taps the pages of the test paper into a neat pile. Trixie is chewing on the end of her pen. She is slouched in her desk; the corners of her mouth are turned down. Her right runner is untied and her foot is twisting and turning within the loosened canvas shoe.

10:05 Christopher's frowning. He reads a question, writes a response and rubs his index findex on his upper lip. He is raising and lowering his heels as he audibly reads the next question. Elizabeth is writing quickly. Her foot is in constant motion. Trixie is supporting her head with her left hand. Her leg is extended to the side forming a right angle to her body. Her running shoe is lying beside her desk. She wiggles her toes and sighs.

10:15 Elizabeth yawns, scratches her nose and begins to pull on her left earlobe. Once again she taps her test into an even pile and then submits her paper to Mrs. G.

10:18 Christopher stretches and continues writing. He repeats his earlier ritual. Trixie is pointing to each word of each question on her paper with her pen. She checks the clock, taps her papers and continues writing. Her foot is now halfway inside her runner.

10:26 Christopher turns in his exam paper. Trixie is tapping her test into place. She walks up to the teacher's desk with her exam. She whispers something to Tracey, picks up and glances at Cara's comic, smiles at Val and then returns to her desk.

Oral Drill

Mrs. G. is drilling the grammatical structure "Tout le monde." The class is laughing at David. The teacher has just asked: "Qu'est-ce que tout le monde fait au cinéma?" and he replied: "Do you want the truth?"

The drill continues. Robert has been repeating answers quietly to himself. He yawns. The next question is directed at him. He answers correctly, followed by a correct response by Jennifer. Meredith is called upon to answer. She attempts a reply and immediately becomes tongue-tied. "Blah!" she exclaims. The class laughs and Meredith joins in. A correct answer is finally formulated.

Test Results

Craig is passing out the results of the reading tests.

Christopher: "I did lousy."

Tracey: "I got 66%."

Trixie: "Don't rub it in. I went up, though. I was at 50 at the beginning. I went up to 60."

Linda asks Elizabeth what mark she got on the grammar exam:

"You probably got 30/35."

Elaine replied: "No, 28/35. I hate tests."

In the next class, Mrs. G. distributes the grammar test results.

Robert is scratching his head as he looks at his exam. He smiles and audibly whispers "85%" (to me). The teacher mentions that many lost marks were due to errors in the agreement of the colour adjective with the noun. Robert shakes his head to indicate that this was not a source of error on his exam paper. Later he explains to

Mrs. G.:

> "Some of the questions I wasn't sure of weren't the
> ones I got wrong."

Corrections

The teacher has instructed the students to correct all errors on the Lesson 9 grammar exam.

Trixie is checking Cara's exam paper.

> "We have to do all the corrections."

she declares. She begins to examine her own paper, eyes wide open. She says,

> "I have to write the whole exam over."

Christopher is chewing gum and recopying his dialogue presentation. His teacher says,

> "You have to get on with your corrections."

He smiles and starts to correct his exam. He leans over and grabs Elizabeth's test. After comparing papers he declares,

> "I don't know how to do it."

Elizabeth has been flipping through her French notes. She exclaims,

> "We could be here forever! God! I'm not going to
> do 'D.' Anybody do good on part 'D.'?"

She promptly turns around and grab's Charlie's exam. She compares papers, moans loudly and throws her paper on the floor. Mrs. G. is helping Elizabeth. Christopher raises his hand and states,

"For this, I don't understand it."

The teacher writes a corrected response for him. He smiles and says,

"Thanks a lot!"

Fun and Games

Mrs. G. has just reviewed the numbers. She announces a competition involving the reviewed material - one side of the class versus the other. Two students from each team are called to the board. The first student to write a correct response for a population figure dictated by other class members chosen at random by the teacher will receive a point for his/her team.

Meredith and Gordon are at the board. The figure dictated is 2,158,496. Mrs. G. indicates that Meredith has made an error and that she will not score a point. Gordon also fails to write a correct answer. Meredith laughs and says to Gordon:

"You and me, Gord, we're really good, eh?"

Robert raises his hand and the teacher calls upon him to dictate another question. This time, Shane is Meredith's opponent. Robert repeats the figure. Meredith laughs and points to Shane who had copied her incorrect answer. The class starts to laugh.

Jennifer is now at the board. She does not hear the question clearly. The teacher asks her to sit down.

The bell rings and the class is dismissed.

Parts of the Body

Mrs. G. is at the board drawing a "human" figure as the students call out the French vocabulary for the different parts of the body. The teacher has just named her drawing "Rick" after one of the boys in the class. Robert, Meredith and Jennifer are laughing. Robert is resting his head on his books; Meredith is stretched out in her desk, chewing on a pen; Jennifer is sitting with one foot on top of the other, turning her eraser end on end.

The teacher draws a "derrière." The class laughs. Robert blushes. Jennifer calls out "les jambes." Dominique yells out:

> "Let's draw a female!"

Others shout their approval in chorus. Mrs. G. draws a square head. Meredith says,

> "That's what the French-Canadians call us - square heads!"

The class laughs again and Meredith calls out "les cheveux." The teacher declares that the figure already has hair and bursts into laughter.

The students repeat the parts of the body orally, modeling their pronunciation after the teacher's.

Exchange and Mark

The students are about to mark a written number exercise. Meredith is gossiping with Richard and Rick. She questions the teacher about exchanging answer sheets with Lorne as Raquel has not finished. Richard puts on a pair of dark sunglasses and begins to mark Robert's paper. Meredith points to Richard and starts to laugh. The class joins in. Mrs. G. appropriates the glasses and the students continue working, comparing their classmate's answers with those on an overhead transparency. Robert is explaining Richard's errors to him. Robert glances at his own answer sheet and smiles. He scratches his nose, looks at me and holds up seven fingers.

The students call out their marks for the teacher to record. Jennifer says "2/7." The class is surprised: "Deux!" Jennifer smiles. Meredith receives "6/7." She teases Ted about his low mark followed by:

> "Sorry, Ted. I didn't mean to insult you."

Robert calls out "sept." Mrs. G. closes her mark book and puts it in her desk.

Summary

At this point, it is hoped that the reader is sufficiently acquainted with Mrs. G., her two classes of Grade IX French as a Second Language students and life in the French classroom to proceed to the next stage of analysis. From the static descriptions initially presented, the analysis will now progress to an examination of the feelings and emotions of the students in an attempt to yield a deeper understanding of the affective component of classroom experience.

Themes of Classroom Life

The brief glimpses of classroom life presented in stage one are now elaborated and developed in terms of their specific themes. Each theme provides a context for the exploration of the affective experience of the second language learner. It is examined for what it reveals about his/her experience and how he/she expresses this experience.

In order to introduce the reader to the emotional focus of this stage of analysis, the following descriptions are presented. They are responses to an affective exercise which included the following statements:

> Today in French class I feel .... I would colour my feelings .... These sounds would accompany my feelings of ....

C: "I feel good today it's nice out side and I am in a good mood good
I think I would be painting bright colors yellow, blue and green
I feel I would be coloring bright colors because it is not gloomy
I think oh this is hard, I think the sound of the woods when no one is in there
I don't know why I feel this way It's all I can think of."

E: "Today in French class I feel tired and a bit bored. We just had gym and I had to do my gymnastics routine. I was nervous. The colors that paint my feelings today is blue. I feel a bit down. The sounds that accompany my feelings are the sound of the sea gulls and the ocean splashing up on the beach. I'd rather be there right now more than anything I've got a feeling of a nice quite day with nothing to do."

T: "Today in french class I felt GREAT That Student teacher was very nice and she new how to say everything so that we could understand it. I would color my feelings a bright alive color one that shows that a person is in a great mood. The sounds would be screams of happiness and joy and just any sound that shows happiness. I don't know why I am just really happy today."

J: "In french class I felt comfortable and relaxed.
I would paint my feelings in class pink and yellow because to me those colors are comfortable and relaxing, not like red which expresses anger or madness.
The sound that accompanies my feelings would be trees rustling. I don't really know why but I guess its because trees rustling is a comfortable and relaxing noise."

M: "Today, I feel kind of tired and bored to tell you the truth. I've been tired all day though. I'm not usually bored but today (or any day we're learning new verbs) we learned two new verbs and we just did easy exercises with those verbs. I think I would paint today some color in between a baby blue and a dark blue because I like the color blue and I like french and blue is also a very relaxing color and I'm pretty tired right now. I don't really know what sounds would accompany me, probably some really mellow music again because it's relaxing.
P.S. You caught me in a really mellow mood today."

R: "Today in french class I feel tired and down, of course you would too if you had a cold and didn't get much sleep the night before. I really don't

> quite know how to classify these feelings with a color or a sound so I won't try."

At this point it must be noted that in presenting material in this stage of analysis I have taken very few liberties with what the students wrote or said. I thought it was very important to preserve the flavour of the particular way each participant expressed him/herself. Thus neither confusion nor repetition nor contradiction has been omitted. Neither spelling nor grammar has been corrected. Gaps in certain areas of expression reflect the student's choice not to answer a particular question or his/her inability to do so. No attempt has been made to conceal any inadequacies in the quest for or the reporting of knowledge.

Classroom Climate

The learning environment and the atmosphere created in that environment are two important factors to consider when attempting to explore the affective experience of second language learning. How the students describe this environment and how they feel in this setting provide the first clues to the exploration:

> E: "I feel the classroom has a homey feeling surrounding it ... The classroom is colorful and that's good cause if it looked boring we'd probably wouldn't want to learn ... I feel welcomed ... It is spacious with 2 sections of desks on either side. At the back of the room is Mrs. G.'s desk and tons of books. I see colorful posters up on the walls. And there's chalkboards."

T: "Well the room is okay."

J: "I feel comfortable in the french room."

M: "Usually I like coming to french class because it's a pretty nice classroom. The desks are arranged in a good way because I can see practically everything in the class except right behind me and she's got a lot of things on the walls to help make it look better. I don't really know what else to say except it's one classroom I don't mind going into."

R: "As far as a classroom goes, its okay. There is enough room, its not too crowded. It's comfortable to work in. All considered it is a pretty good place to work in. It has a comfortable work atmosphere, it isn't hard to get started."

The creation of a warm, welcoming, comfortable environment appears to be a crucial prerequisite to learning. A classroom setting which is at once stimulating and relaxing seems to create an ideal learning atmosphere.

Classroom Learning

Student attitudes and feelings towards French class and towards learning French as a second language are purported to play important roles in influencing the students' experience of the affective component of the affective - cognitive learning process. The following statements are presented in order to provide the reader with descriptions of how the students feel about their French class and about French second language learning.

In describing their French class, the students presented the following picture:

C: "It's definitely informal. You can tell 'cause everyone comes in and they're kind of loose, trying to learn the language. I think basically you have more fun in French class."

E: "It really is an enjoyable class even though (the students) we, don't like the work. It's not like some classes where you hate to walk in to. I like the class cause we get to laugh and have fun and I think that's important. If we are having fun we'll learn it and want to do it. If the class was boring we wouldn't want to come at all."

J: "First of all, the french class is a class where when you walk in the door you know that you're not going to be sitting down and working the whole period. It's a class where there is lots of oral work.
It's also a class where you have to be on your toes every minute just in case you get asked a question."

Statements depicting how students feel about certain aspects of French second language learning and about learning French in general can be divided into two groups - "I" statements and "French is" statements:

C: "I'm not sure if I do much of that (learning French). I hear that it's a lot easier to learn French than English but I have a hard time with learning it. I don't think I'll take it in Grade X."

E: "I really like French when we laugh."

"I hate having to make your own questions up."

"I hate homework."

"I hate French sometimes, maybe I just don't want to do the work. I haven't studied very much or listened."

"I guess its a sense of satisfaction when you're finished. You see I've learned a lot in three years, and now it feels good to talk to your sister in French and she doesn't understand what you're talking about. So it feels like you've accomplished something. So it's a good feeling that you do, that you understand now and you can talk in another language. So, it's like, it's a sense of satisfaction."

"I know three languages now ... But I don't know. It doesn't feel any different. It just feels like one. It just becomes a part of you."

"I'm going to take it in Grade X and XI. I'm not sure about Grade XII 'cause I don't want to teach it, I just want to know it."

T: "I don't mind learning it as long as you're patient with us 'cause it will take us a while to understand it."

"Yeah! I'm going to take French in high school. My Mom wants me to finish my five years. If I have an open spot for my options in Grade XII I'll take it again 'cause it's really fun."

J: "I like learning another language. I think it's important to have another language so I want to continue French all the way through school."

"An extra topic I might like to discuss and take up in my french class is something about France (people, lifestyle)."

M: "I really enjoy French and the activities we do in it."

"I'm glad I'm taking it and everything, not just 'cause I know it's important for University to get accepted but because I want to do it."

"I want to do good in French because in high school um depending on, I kind of want to get my Business

Ed. diploma too so I'm probably only going to take French for Grades X and XI so I can go into other options."

R: "I like learning French. I wanted to learn another language. I thought it would be a good experience. It might help you along the way, too."

"I think it made it fun to learn the things that we had to. Talk about a funny lesson - the work on body parts."

"I supose I would like to learn a little more about the culture (but without quizes afterwords). I think I have a fairly large vocabulary and knowledge of the french language structure to say most of what I want to. Though I would like to laern some more verbs."

"I think I'm going to carry French all the way. I'm doing well. I want to keep that up."

C: "It's hard."

E: "Actually, French is quite boring this year and I really don't know why."

T: "It's kind of fun. It's been three years. It's fun, I guess."

J: "It's a bit different because it has lots of oral work."

M: "It's a little different 'cause we're doing something different than any other subject and um we have to try harder than any other subject. We can always go to a dictionary or find out the instructions in English. We have to keep our brains open. We can't fall asleep or anything."

These descriptions are important in that they do reveal certain insights into the affective experience of second language learning. They provide clues to what the students like and dislike, how they perceive their French class, how they feel about learning French, what topics they would like to explore, what they feel they have accomplished in three years of second language study and their future plans for studying French. Most of the students appear to enjoy learning French most of the time. Lessons which are fun and encourage laughter also seem to facilitate learning. Most students intend to pursue their study of French at the high school level. In general, the students displayed positive attitudes and feelings towards their French classes and the learning of French as a second language.

Classroom Activities and Procedures

This section provides specific classroom activities and procedures as the context from which to explore the affective experience of the second language learner. Oral production, games and competitions and evaluation are examined.

Oral Production

Speaking is one of the four basic language skills outlined in a curriculum of second language learning. It is a productive skill and, as such, its development is undertaken after the receptive skill of listening comprehension. At the Grade IX level, objectives outlining the development of this skill are highly prioritized. In order to facilitate the achievement of these objectives, activities which include imitating sounds modeled by the teacher, pattern drills, repeating lines of a dialogue, answering oral questions, reciting dialogues from memory in front of the class and impromptu skits are conducted. However, before attempting to examine some of these activities separately, it is interesting to note how students feel about themselves when they speak French in the classroom:

> C: "Kind of embarassed. I don't speak it very well as you know."

> E: "Well I guess I feel kind of dumb sometimes 'cause I can't understand what she's talking about, or take it part by part 'cause French you know, if you're making a sentence it's pretty long and you can get little parts but it feels kind of good when you're finished and you've got something right but then you feel dumb when you don't get it right."

> T: "Well sometimes I feel great 'cause I'm speaking it properly and I'm understanding what I'm saying and I'm putting together my own paragraph or sentences. I know what I said, everyone else knows what I said and I've said it right. There are other times where I don't know what I'm saying but I've said it right and the people in my class don't know what I'm saying and it feels kind of funny when you speak a different language. When you hear yourself speaking a different language you feel funny. 'I'm saying that. It can't be me.' It's kind of hard to picture yourself speaking another language."

> J: "I don't mind, I guess. It's the way you have to learn. You have to learn to pronounce properly and to get your sentences together. It's just sort of part of the subject."

> M: "Well, when I think I've got my pronunciation really good I feel really good. I feel a little uncomfortable when I have to make up my own

> sentences because I don't know if they're right or not but I'll give it a try most of the time. I can usually put together basically the right sentence and she'll correct us if we're wrong. I feel, most of the time when I'm speaking French and I get something I feel proud because I feel like I'm learning and I don't feel that way in any other subject because it's all in English. I've spoken English all my life. My Mom says that sometimes you can't tell but basically I can speak English."

> R: "Well I feel proud that I am able to do this. I mean three or four years ago I wasn't able to do what I can do now and I'm getting better all the time."

Feeling good or great tends to describe how students feel if they have formulated a correct answer, if they have pronounced an answer correctly or if they can , in fact, understand what they are saying. Feeling proud tends to parallel the concept of a learning accomplishment. Feeling dumb, embarrassed, uncomfortable seem to describe unsuccessful attempts at oral production. Feeling "funny" however, is the most revealing descriptor used by the students for what it suggests about the "split personality" - English/French - of the second language learner.

Oral Questions

Oral questions in the second language classroom vary in accordance with the lessons' objectives. If the intent is to test comprehension of a story or dialogue, to drill grammatical structures or to increase communicative competence, the question is tailored to that particular end. However, most students do not distinguish among these intents. Instead they make distinctions between answering correctly and answering incorrectly and their feelings parallel this dichotomy:

> T: "I feel smart because I know the answer and I know the stuff but when I answer incorrectly I feel embarrassed."

> M: "When I end up answering a pretty hard oral question right I feel really happy and pleased with myself. I still feel pretty good if it's an easy question but not quite as good. If I answer a really easy question that I know incorrectly I feel kind of stupid."

> R: "It's nice to answer a question correctly but it does feel bad to answer them wrong when you do them orally."

In response to how they feel about making errors during oral questioning, the students replied:

> C: "Sort of embarassed. I don't really get mad at myself. I just think of it as a mistake and try harder next time."

> E: "Embarassed but uh I just laugh about it, stick my head down, put a book over my head, hit myself but you laugh at it later ... It's really nothing important."

> J: "I don't really mind it 'cause that's sort of part of learning. You know, making mistakes and then well learning them the proper way so I don't really worry about it that much."

> M: "...but if I don't know it and I gave it a try and got it wrong I just try and learn from my mistakes."

> R: "If it's a silly mistake you might feel wrong ... I

> don't make many mistakes. I should recognize my mistakes."

Generally, the students tend to feel "smart," happy, pleased or proud when they respond correctly to an oral question. If they make an error, even if they do feel embarrassed, they tend to regard it as part of the learning process.

The students also displayed a positive attitude towards being corrected when they made an error:

> C: "I don't mind usually. Sometimes when it's a stupid correction like a little thing when you don't make the right sound sometimes you get a bit mad at that. If it's the whole sentence you like to have them correct you. You know that way you do better in the long run."
>
> E: "I don't mind when she corrects it but then when she makes you say it over again then you know you will probably get it wrong again anyways. So it's a little embarassing but then when you do get it right it's okay. You feel a real satisfaction."
>
> T: "No. I like being corrected so I know in the future like when I write an exam I know this is right. She corrected me and that's right."
>
> J: "Well, I don't mind because then I'm saying the right answer."
>
> M: "I like it 'cause like I said I learn from my mistakes and it helps me. I don't feel offended or anything. Even if somebody else, not the teacher, even somebody beside me corrects me I don't mind at all 'cause I learn from my mistakes."

They do not seem to mind if it is their teacher or their classmates who corrects them except:

> C: "...if you do it one or two times but you know you don't keep getting a person to say it five or six times 'cause then they'll get mad at themself and probably the teacher."
>
> "I also think you get more frustrated the more people that come along and try to help you."
>
> T: "...when you keep answering and she keeps correcting you sort of get down. I'm never going to catch on. You just feel bad about yourself because you're not catching on to this and you get mad when she corrects you and you're in bad moods and that. You get mad and you just sit there. You don't try as hard as you usually do."

It appears that continually insisting that the students give a perfect oral response can be detrimental to the learning process by producing feelings of anger and negatively affecting confidence, self-image and motivation.

"How one is feeling" often determines if a student will volunteer a response to an oral question:

> C: "It depends how you are feeling at the time. I think mostly I put up my hand but sometimes you want to wait and see if you were correct."
>
> E: "Sometimes I put my hand up. Sometimes I wait. It depends how I feel."
>
> M: "Sometimes I'll raise my hand and sometimes I'm just too lazy to. It depends on how I'm feeling that day, if I want to be corrected or whatever."
>
> R: "Sometimes I raise my hand, sometimes I don't. It depends on how I feel."

Sometimes volunteering an answer will also depend upon the student's confidence in his/her ability to answer correctly, whether or not other students have raised their hands or upon the nature of the question:

> T: "It depends. If I'm really sure, that is if I'm positive that's the answer, I'll raise my hand and volunteer the answer but if I'm not so sure, I'm sort of doubtful, I'll wait and if she calls on me, I'll give my answer but if I think it's right and someone else in the class answers and what I've had is right, I feel great because I've figured it out and everything but I should volunteer my not so sure answers, try, just in case it's right."

> J: "I usually just wait until she asks me. Sometimes though, if no one is answering, I will just raise my hand and answer it then."

> M: "When I know the answer, or I'm pretty sure of it, I'll put up my hand and sometimes if I'm not sure I'll raise my hand. Basically, if I don't know I won't."

> R: "What the question is, I mean the subject matter makes a great difference on if if you're going to answer it. Especially if the answer and the question are uh well they mean something together. You could draw an inference from it that would make you embarassed."

When asked to respond to a question and the student is unable to do so, he/she feels:

> C: "A little bit impatient with yourself. You're trying to think of the answer in the little bit of time she gives you."

> E: "... ah ha - frustrated, sometimes when I don't know it."

> T: "... funny because if it's a question that I don't know the answer to right off the bat I'll sit there and look and I'll look and sometimes she thinks I wasn't following along or something and that I don't know where I am and she remarks we are on

> this question and that and you can't say I know because it's not polite to talk back to the teacher."

J: "Nervous!"

The oral questioning component of a second language lesson is overwhelming in its complexity. The examination of this activity has yielded experiences which are a source of embarrassment, frustration, anger, impatience, nervousness, "feeling bad," "feeling great," happiness, pleasure and confidence. Apparently there is nothing simple in the posing of a simple oral question.

Dialogues

Dialogue presentations are an integral part of oral production in the second language classroom. Dialogue assignments range from open-ended topics to topics prepared in accordance with specific grammatical structures and vocabulary. Oral performance is evaluated for report card purposes. However, what do dialogue preparation and presentation reveal about the affective experience of second language learning? This question is now discussed in terms of reactions to the dialogue assignment, the dialogue as a learning activity, presenting the dialogue and listening to dialogue presentations.

The following statements are initial reactions which describe how the students feel about this particular assignment:

E: "I don't really like this assignment 'Presentation' because we don't get enough time to do it and it's boring!"

T: "Mrs. G. is explaining the presentation to lecon 9 in which I don't clearly understand. I think this presentation is stupid because it is so boring and because it is kind of hard."

J: "I like doing work with partners but I don't like doing presentations for the class. I guess the reason why I don't like doing presentations is that I feel self conscious about myself."

M: "We've also got to do this presentation where we have to write a conversation with examples of what we've learned in lecon 9. She made up a list of what we have to put in it. It's due on Thursday. I don't really like these exercises because I always seem to have trouble on figuring out what to say. You know we have to write a conversation using as many things as we can from that list Mrs. G. gave us. Well Dixie and I can think of conversations to write but they're either too hard or they don't use the things from the list. We always find something to write about but the conversations are really simple but I guess that's O.K. since our french is so limited right."

R: "We started work on a dialog. I like doing it, I suppose. It is a challenge. We have to make a presentation to the class. I don't like that part of it."

The following day discloses certain changes in their reactions:

E: "As I was doing the dialogue, I was busy, but it was fun. I wasn't really satisfied with the finished product because it wasn't very good. It was hard to understand and we didn't really have a topic."

T: "This presentation isn't as hard as it was at the beginning because I understand it better now. I think also cause I am trying harder today. Cara and I have just completed our presentation. I felt very proud because it was a good dialogue."

J: "Sally and I finished our dialogue in class. I think our dialogue was fairly good."

M: "We have to have that presentation done today which makes me worried because Dixie and I have just figured out what to write about."

R: "Yesterday we had done 17 or the twenty things in the presentation. Today we finished it. Actually, it wasn't all that hard an assinment and in a way it was fun."

These statements seem to indicate that once students become involved in an assignment of this nature their initial discontentment, boredom and confusion lessens. However, students who are experiencing difficulties with the assignment may find it causes additional worry or stress. The finished product also appears to be either a source of pride or dissatisfaction depending upon the student's personal criteria for judging his/her efforts.

As a learning activity, the grammatical preparation of the dialogue is favourably viewed by the students:

C: "The good part is when you have to make it up and you find new words and get marked on your dialogue."

J: "I think it's a good assignment because it makes you think about arranging words and sentences properly."

R: "I do think it is a good assignment, It gets one to think of proper grammar structures in french. Writing it out is fun. From structures you know, you create structures with new things or with old

> things but rearrange them to say what you want to say."

It also appears to encourage a certain creative use of the language to communicate intended thoughts and ideas.

However, how the students feel about presenting the dialogue to the class does not reflect their views about the grammatical component of the assignment:

> E: "I was nervous when I was saying my dialogue. I think mostly everyone was nervous. I felt a lot better when I finished the dialogue."
>
> T: "...but when we had to read it I messed up because I was nervous. After I had presented my dialogue I felt relived and happy that it's over with. I don't often volunteer my dialogue because I am to nervous."
>
> J: "Before the presentation I was very nervous. During the presentation I was nervous but I was starting to relax a little. After the presentation I was relieved that it was over with."
>
> M: "Was I ever embarassed when we did our conversation because like I told you I laugh when I get nervous and everybody bugs me. After watching some other people get embarassed, I don't feel as bad."
>
> R: "To say I was nervous is an understatement, I had butterflies the size of Rhode Island (a little humor, Ha! Ha!) I mixed up a few words in a line but I continued on."

Nervousness appears to be the central theme in describing how students feel when they are forced to present dialogues in front of their classmates. Self-consciousness and embarrassment, followed by relief upon completion of one's oral performance, also tend to characterize this experience. Yet, the presentations appear to generate a certain group cohesiveness. Everyone in the class must present a dialogue for his/her peers and teacher and a degree of comfort is shared in this knowledge.

The students have mixed feelings, however, about listening to the dialogues presented by their classmates:

> C: "The one I don't really like is the dialogues because I don't think you're learning much because the pronunciation by the kids is usually incorrect, right? You're trying to pick up on the story when just one or two words you can pick out of them all."
>
> E: "I really don't like listening to other presentations because I don't understand what they are talking about."
>
> T: "I enjoy listening to the other presentations some are interesting and it passes the time."
>
> J: "I like listening to presentations if they have humour in them but I still listen to the ones without humour it's just that they're not as exciting."
>
> M: "Not being able to hear does affect how I feel about listening to the presentations a little because after a while it gets boring but since not listening is rude I usually try not to make too much noise."
>
> R: "I suppose I like to listen to other dialogues, some people can really put together a very funny dialogue but some people you can't even hear."

Pronunciation, comprehension, quality of voice and quality of dialogue tend to affect how students feel about their classmates' presentations. Combinations of these factors tend to generate feelings of boredom, frustration or enjoyment. Humourous presentations appear to receive the most favourable ratings.

Impromptu Skits

Compared to dialogue presentations where oral grammar and pronunciation are evaluated, impromptu skits appear to encourage laughter, fun and good-natured embarrassment.

E: "I had fun doing the skits. It was embarassing but fun."

T: "You have to do it spontaneously and just go up there. It's pretty embarassing 'cause you don't know what you're supposed to do and when you have to speak French on the spot it's kind of hard to figure out what you're going to say but it was funny."

M: "I feel kind of embarassed having to go up in front of the class but um its fun and we have a good time when we're doing it. It's just when it's for a lot of marks um you get more embarassed and you stutter more and everything."

R: "The short scenes we did were funny. Especially mine (brag, brag)."

Activities of this nature are important to the students. They play a major role in descriptions such as these:

E: "Today, in French class, I feel sleepy but happy. I really like French when we laugh."

T: "Today in French class I felt good."

M: "I had a really good time in French today. The assignment wasn't too hard or frustrating and it was fun."

R: "Today, in french class I felt pretty good."

Games and Competitions

Various games and competitions were an important part of Mrs. G.'s second language lessons. How the affective experience of these types of activities tends to affect learning and the emotional themes which characterize these experiences are outlined.

Initially, Jennifer made a distinction between work and play. When asked which classroom activities promoted learning she replied:

> "Um, maybe games 'cause then um you're more into it. Like, it's not really like working. It's just like if you play that Bingo game and try and learn your numbers. That's a good way 'cause you're concentrating more than if it was more like a study thing and you're playing a game, too."

Christopher replied:

> "I think one side of the class against the other is an all right activity because you have a little competition. It's good to get you going and trying hard. That little bit of competition is good. As you know I am really into sports and like competing."

For Robert, however, the nature of the activity determined its value:

> "We do games where you run up to the board. I don't like those. I mean spelling out a word, it is good for you. Like Bingo where the teacher says the number or word or whatever in French and you have to be able to recognize it ... Those I would think are good 'cause they get you to recognize a word from what someone said to what is down on

paper."

Games and competitions also appear to add an element of fun to the lesson and to provide a change of pace:

> E: "What I enjoy most is uh when she plays games. You know everybody has fun."
>
> M: "I really like it when she organizes something like that number competition, it sort of puts a break in the regular schedule."

The experience of participating in games and competitions is not lacking in affective themes. In addition to feelings of competetiveness and enjoyment, these activities generated embarrassement, hatred, uncertainty and a combination of relief and gladness:

> E: "You get a little embarassed but then you get to laugh at yourself because it's so funny."
>
> R: "To say something good about that little 'competition' is a little bit much, so I won't. (I hated it)"
>
> E: "Do I go to the board? You'll tell us what to do? What do we do?"
>
> T: "I'm glad she didn't ask me to do anything because I'm not that great at my numbers."

It appears that "fun and games" activities are also associated with negative feelings and emotions and that the experience may not always be as positive as the title suggests.

Evaluation

Evaluation plays an important part in classroom procedures. Theoretically, the primary purpose of evaluation is to judge teacher and student performance and achievement. It is a feedback system that allows for improvement in both teaching and learning by focusing in on problem areas. However, what does evaluation mean to second language learners? How do they feel when being evaluated? How do they feel about the marks which are assigned to them as the final product of the evaluation process? These questions are now examined for what they reveal about the affective experience of second language learning.

The types of tests administered to second language learners reflect the performance objectives established in curriculum guides. The four basic skills - listening, speaking, reading, writing - are taught in the classroom and are therefore subsequently tested. The following statements describe how the students feel about certain tests administered to them during the five week observation period:

Listening Tests

C: "That's really my easiest test because I'm able to hear the words and understand what's going on."

E: "Listening tests are easier than the others."

T: "I don't mind because like it's with the group. You're doing it at the same speed. You are not time limited and you don't feel that bad but when you are writing a normal test on your own you are more nervous because it's you. You might be behind from everybody else. You're not going to have enough time so you rush and then you don't do as well as you do with listening because it's an oral thing and everybody in the class does it and you feel a lot more comfortable 'cause they all have to do the same thing as you."

J: "They are usually kind of hard um cause um I like things repeated to me a couple of times before I can understand what's said. So I find them kind of hard but I usually don't do that bad on them, so I guess I understand a little bit of them but they're a bit harder."

M: "I sometimes feel nervous. I think that I won't be able to remember everything in the paragraph and I'm sometimes not sure that I can remember all the choices. Sometimes my mind skips to something else. I've missed the first choice of an answer. It frustrates me."

R: "Listening, it helps. You've got to be able to understand from oral, as well as what's written. You've got to pick it up from what someone is saying not only from what's written down. Most of the time they are going to be saying it orally so listening is important."

Oral Reading:

E: "The texte de Lecture was fine. I didn't study for it."

T: "I studied for my test. I felt kind of nervous wondering if I would pass or not. I still felt nervous while I was reading. You get really nervous when you have to read for her."

J: "Yes I practised for my "texte de lecture." I only practised for a little though. I just read it over a few times. I didn't mind waiting to do my test, I wasn't really worried about it in the first place.
I wasn't even nervous before the test which is

unusual for me. I don't know how I felt during the test, all I was concerned about was trying to get through it. After the test I guess I was just relieved it was over. I was satisfied with my mark, I only got 2 errors."

M: "We're supposed to have an oral test today and I'm kind of nervous because there are a couple of words I don't know how to say very good but I'm not half as nervous as on a written test because my oral marks are usually better."

"Dixie and I were just practicing our texte de Lecture and we both made quite a few mistakes, I'm getting more nervous by the minute. I just took my oral test. I'm really glad I got that over with. I was pretty nervous and when I'm nervous I laugh which is really bad for oral tests, it's also embarrassing."

R: "I felt nervous before, during and for a short while afterwards. I could feel my heart pounding heavily after I had finished. I sort of mixed up a couple of words in my nervousness."

Reading Comprehension

C: "Well I just finished my reading test. I felt better about it than the first one. If I made many mistakes they were dumb ones how ever I didn't understand one little story."

E: "The reading test was okay. Some parts were hard though."

J: "I found the grammar and reading tests really easy. I studied a lot for those tests."

M: "Today I had to write the reading test I missed on Tuesday. I'm not too sure how I did on it. I don't really like reading tests, they always seem to be the hardest for me."

Grammar

C: "Before the test its just about to be past out I feel pretty confident that I will do well. I just got the test I see that I know most of the test and I think I will do very well if I don't make stupid mistakes. I feel confident that I will pass this test. Well I just finished the test I feel a little bit (butterflyis) if you know what I mean I was wondering what I got on the test. It seemed easy I had a hard time at first but afterward it got easy all the answers started coming to me."

E: "I forgot the easy things on the test we just had. The things I knew, I forgot and it gets me a bit mad because I'll remember it later. The test wasn't hard but what I didn't understand, I guessed. At one part I had two different positions to put the indirect object, so in one answer I would do it one way then another answer I would do it one way then another answer I would put it somewhere else. I forgot my books so I didn't study. I was planning to study but I remembered on Saturday. Val and I were studing for the test in the first block when we were watching a film."

T: "Writing tests is really nervous. You've studied a lot but sometimes it doesn't really help 'cause you write it different. It's a different language."

R: "We wrote a four page test, it wasn't as bad as I thought and I didn't have any real problems. I didn't exactly do a lot of studying but it still was not so bad."

"We completed the second part of the test, I think I was a little nervous while doing it but I think it was natural. I think I did pretty well on the test."

The following general comments were also made about tests:

C: "French class is a hard subject for me mainly because I have to think completely about my french during a test. If I'm not thinking about french the answers will not come to me and if I go back to do it the answers won't come to me."

E: "I hate tests."

> E: "I think it's less nervous in French 'cause the tests aren't very big. They are little quizes and things but she gives us a lot of them. But I guess you get more nervous if you have to study very hard and you got a big exam. I think it's better if you don't get nervous 'cause you usually do better."

> J: "Another thing I hate about tests is having to read my mark out so it can be recorded. You don't realize how terrible it is until you get a bad mark like I did on Monday."

> R: "I feel nervous taking most tests unless it's a real easy test. At the beginning you see the test, you know you've studied that and you relax."

It is not surprising that the preceding statements presented differing opinions about different forms of evaluation. It is also quite natural that one student felt pressured to complete certain exams in the same amount of time as her classmates, that a second felt angry at not being able to remember certain aspects of the material and that a third felt confident in his ability to do well on the test. However, there appears to be one affective theme which unites the experience of these second language learners and that is one of nervousness. This common feeling runs through various accounts of waiting for the exam to begin, writing the exam and wondering about the results. It seems to best describe the affective experience of evaluation for the learners. In turn, the students describe nervousness in the following ways:

> C: "When I'm nervous I guess I just start to you know fidget and sort of get uptight."

E: "You feel like you've got a knot in your stomach, jittery. You feel more hungary. You feel, usually you are just shaking, you can't sit still."

T: "My hands shake and they sweat and you feel really funny. Sometimes you turn red."

J: "I'm usually feeling self-conscious about something. Usually my stomach gets tied in knots. Mainly I have my hands clenched and my shoulders are tense."

M: "I usually get funny feelings in my stomach. My hands start shaking."

R: "When I'm nervous, butterflies are beating, you know your heart, you can feel it."

Inherent in the process of evaluation is the mark assigned to the students for their performance or achievement. The following statements are accounts of how the students felt upon receiving the results of various tests administered to them during previous lessons:

C: "I got fairly good, at least it was good for me - 55 - 50%."

E: "I did good on the french exam. I got 80% - 72/90."

T: "When I got back my exam I felt bad that I had done so bad."

"After I finished reading and I had found out my mark I felt happy with my mark because I had done fairly good."

M: "I also got a dictee back today. I got 19 out of 20. I'm pretty happy about that but the one mistake I made was a really stupid mistake."

"I also got the written test back today. Did I ever mess up on the clothing part but I got 71 out of 90 so even though I did bad on the clothing part

I did O.K. on the other part."

"I just got my reading test back. I got 27 out of 35. I'm pretty happy about that because I thought I didn't do too good."

R: "I am happy with my oral reading mark."

"We got our tests back. I made 5 mistakes on the first and 1 on the second. To say anything I feel great about it."

In descriptions of feeling discouraged, mad, great, " down," happy, excited, proud, frustrated and depressed, tests and marks often provided part of the image presented:

C: "You think you do well on a test and it doesn't work out well. You get sort of discouraged, sort of mad at yourself."

T: "You just feel really great when you get all of these great marks. When you get bad marks you feel kind of down 'cause you didn't do as good as you might have."

"Happy is when you get a good mark and you feel really happy and excited that you've done well. Proud is like the same thing."

R: "Of course if you do bad on a test you feel bad too."

"Frustrating is like on a test when you know you've studied it, you know you know it but you just, it's not there. You can't remember."

"It depresses you when your mark goes down."

The following statements reflect what the students felt about their first and second report card marks:

E: "I'm pretty proud of them because I've learned something."

T: "Well, usually options aren't as important as my core subjects but this option is like a core subject to me and it's quite important that I get a good mark."

J: "I guess they are okay. They could be higher but um I'll just try a little harder this term and see if I can raise them a little bit."

R: "They are important. I think the second was the highest in the class. It wasn't as high as I wanted it to be but it was good."

In general then, it appears that evaluation allows the students to form judgements about their own level of learning and secondly, it serves as a source of motivation for them. However, of even greater significance is what it allows to be revealed about affectivity and the second language learner.

Classroom Relationships

The affective experience of the second language learner is now examined in terms of relationships which exist among group members. How the students perceive one another, how they perceive their teacher, what it means to belong and how these perceptions appear to affect the expression and sharing of feelings and certain aspects of learning are described.

When asked to describe their classmates, the following responses were given by the participants:

C: "They are fun to be with, everyone except for a couple who try to be funny at the wrong times and it gets everybody in trouble and upset and that. They make me glad that I am in the same class as them."

E: "I'm among friends when I come to French."

T: "The people in the class are okay. I get along with them. There are some in our class that are real jokers and ignorant but the others are my friends. My classmates don't make me dumb in french. They are really good if you don't get a really high mark."

J: "I feel pretty close to the people in my class, they're friendly and fun to be with."

M: "I think we have a pretty good class this year. My classmates are really fun."

R: "Most of my classmates are okay but there are a few who don't quite make it easy for me."

A sense of what it means to belong or not to belong to a particular group within the class also surfaced in these descriptions. For Trixie, belonging was defined in terms of how she perceived the teacher's actions:

> "Before you came she was really prejudiced to Tracy, Shanna, Cara and myself along with Sheri and Diane. But she was never prejudiced to Richard or Craig."

For Meredith, laughter was one of the main criteria for determining who belongs to the group:

> "The class kind of knows right now - they know they can laugh at me 'cause I'll laugh but there's some people that don't laugh with them and the class basically knows these people and they won't laugh ..."

For Robert, however, neither the teacher's prejudice nor laughter drew the fine line between belonging and not belonging. Instead, his membership in the group was defined in terms of his own relationships with his classmates:

> "I don't usually work with anyone in particular. (it's more or less whom I am stuck with). This is partly so because I don't quite have a good repetoir [rapport] with many others."

In describing their teacher, the following comments were made:

C: "Our French teacher is realy nice once she starts to like you she is hard to enoye."

E: "Mrs. G. understands about your feelings about being a teenager and I like that. But Mrs. G. orders people around a lot."

T: "Right now Mrs. G. is okay she is being nice to the whole class... But some times she gets carried away and acts really imature."

J: "I think Mrs. G. is a good teacher. She explains things in a way I can understand."

M: "As for Mrs. G., I think she's a really good teacher but she's different then you are."

R: "The teacher is nice. Mrs. G. is a nice person as well as a good teacher. I think she does a good job at teaching us."

In turn, the students' perceptions of one other, of their teacher and of the class as a whole seemed to affect their willingness to express and share their feelings. When asked how they felt about expressing their feelings and emotions in the French classroom and sharing them with their classmates, the students responded in the following ways:

C: "Yeah, I do. I think it's a good place."

E: "I think it's okay.. It's not one of the best. It could be more open.... but she let's you talk and express your emotions."

T: "Some of them I would and some of them I wouldn't. Half of them are in my home room so I know them and I've had them in my classes before. Some I've just met. With my new French teacher, I don't think I'd be as open with her as I am with you because I know you better and I don't know how she would react so I wouldn't be able to open completely up to her."

J: "Everyone in my class (pause) I wouldn't be embarassed or anything to say something like that. Yeah, I wouldn't mind."

M: "In a way, yeah. Sometimes no. Like the deepest feelings, like with some people in the class you can but with others, they don't really know how to handle it or anything. So you have to use your own judgement as to how many feelings you can show in the class."

R: "In the French classroom, no. I don't think so. You are there trying to learn a language. You're not trying to go over your problems or anything. You're there to learn a language. Personal things should be in private just between two people or two friends or whatever - not out like that in class."

Thus, it appears that positive perceptions tend to facilitate an open exchange of feelings and emotions and that negative perceptions hinder their expression.

The intricate web of classroom relationships also appears to be delicately entwined with learning. Initially, classroom relationships seem to affect oral production:

M: "At the beginning of the year, I didn't want to try to answer. I'd just say 'I don't know the answer' and if she said 'Try' I'd feel kind of stupid or frustrated and I didn't want to answer but now, um, if she calls on me and I don't know the answer I'll give it a try 'cause I know the people in my class. Again it comes down to that - knowing people in your class. I don't feel stupid anymore even if they joke around like 'You're dumb' or something like that. It doesn't bother me anymore 'cause we're all really close 'cause we spent almost a whole year together."

E: "....if nobody likes you, you're not going to participate, you're not going to express yourself more. But if you are in a friendly atmosphere and you get to laugh with them and even if you make a mistake then it doesn't matter. But if everybody is against you and you do make a mistake, they'll be laughing at you, not with you. You feel worse if you don't have any friends around."

T: "I'd like to talk about the things the people in my class enjoy. Like for example, some of the guys might like football and you know that from the friendships that you have but like it would be interesting to hear them say it in French ... It would be interesting to find out what some of the other people in the class enjoy and their feelings."

Secondly, friendships appear to come into play when a learning situation involves working with a partner:

E: "I hate doing things in partners because I never get to partner up with my friends. I usually work with whomevers left. Most of my friends usually partner up together."

T: "Well, I enjoy working with partners and that. We can both share our ideas and work it out together. I do like working with Cara. I always in french work with her cause we get along really good."

J: "I like doing work with partners. I've worked with

Kim, Diane, Meredith, Dixie, Carol, Sally etc."

M: "Yea, I usually do work with Dixie unless one of us is away. Working with her makes most assignments easier for both us because we get along so good and also if we have to do some of it for homework it makes it easy because we're always together anyway (well, almost always)."

R: "I sometimes enjoy working in pairs but it depends on the person that I am working with."

These particular quotes suggest that a good relationship with one's classmates may increase language output by providing emotional support. Failure to establish or to cultivate a positive relationship may result in decreased second language production.

The students also expressed the following views about student teachers in general and about Mrs. S. - a practicum student from the University of Alberta who began her practice teaching in April:

C: "I think it's a big help because you have someone different teaching you and she'll stress different things and it also helps the teacher 'cause she can see how you participate in the class. The student teacher helps me because she's trying to get to know you."

E: "The student teacher is very nice. What do student teachers do anyways?"

T: "The student teacher is super nice. We really get along with her. She's really great. It's nice to have a change of teaching every once in a while. Once you get a teacher for the whole year you sort of get bored of listening to their voice and you like a change in voice."

J: "I like having a student teacher. I guess it's sort of a change from the regular teacher."

M: "They're all really nice and they try hard and everything and they're learning too and everything and I try not to be bad because they're still learning and I feel sorry for them when students are bad ... Sometimes I don't really like it 'cause you can always learn easier from your teacher and when it's important I get kind of frustrated sometimes 'cause it's easier to learn from your real teacher... Mrs. S. is really nice. I think she's good. I like her."

R: "I think it's good. I may be going into teaching. I don't see anything against them. They have to learn to teach too and they have to do it somehow."

These statements appear to reflect what students perceive the role of the student teacher in the second language learning process to be. For most students, the experience of having a student teacher presents an opportunity for a change - a change in French voice, classroom personality, teaching style. However, for those who have become very comfortable with the presence of the regular classroom teacher, it is often difficult to adapt to someone new and inexperienced.

It appears that the complexities of classroom existence are described partly in terms of relationships among class members. Feeling unjustly treated or stupid, belonging or feeling isolated, sharing laughter and knowledge with friends, gladness, hate, enjoyment, frustration - these affective themes run through many of the descriptions previously examined. The following are further examples of emotions of relationships. Some are additional descriptions; some overlap other themes of classroom life.

On being understanding:

> Other students in the class often ask Elizabeth for her assistance with various classroom assignments. From what I observed, she would always make an effort to help if she could. She wrote: "The other kids usually ask me for help but I don't mind." She said: "Some of my friends, they really don't understand. Especially, I can't say her name, she asks me for a lot of help. I can understand 'cause when I don't understand I just get so mad I just want to chuck the book away and forget about this French thing. I guess you have to be patient about it and just understand what she's going through so I usually like helping people."

On being annoyed:

> Sometimes classmates can stimulate feelings of annoyance. Meredith wrote: "There are times though when I get annoyed with somebody but when you spend five days a week with the same people that can only be expected." Christopher wrote: "...but sometimes when they finish before me I am distracted and can't do my work. I get enoyed."

On being excluded:

> Christopher was absent from class on several occasions. One lesson he missed centered around the parts of the body. The following class Mrs. G. organized a musical chair activity based upon sentences involving the body parts. Christopher could not participate because he did not know the material: "On to the body I feel like you at the moment not being able to partisipat in this exercize because I do not know how." His classmates and teacher were all laughing and appeared to be enjoying the activity.

On being self-conscious:

> Jennifer does not like presenting dialogues for the class. Outwardly, she appears very poised and confident. Her voice is clear and controlled. However, she said: "When I'm self-conscious, I'm

nervous. Like if I was in front of the class and doing a presentation I would be looking around and feeling nervous ... I sometimes wonder what everyone else is thinking when I'm up there. They're looking at me."

On being embarrassed:

Having your classmates bear witness to and laugh at your errors often creates embarrassing moments for some students. Robert said: "Embarassed is when you're answering a question and you answer it wrong and then everybody laughs. You get very embarassed." Trixie said: "When you have to do those presentations and you get up in front of her and everybody's watching you and listening to you and if you make a mistake or something comes out funny, they're going to laugh and you'll get embarassed." Elizabeth wrote: "I was embarassed when I couldn't pronounce neuf and everyone was laughing."

On feeling bad:

Robert's poor relationship with his classmates is partly responsible for how he feels in class: "When your classmates aren't quite what you would like them to be, what they do, especially people when they're sitting beside you and what they say and all that. That's when you are feeling bad."

However Trixie's good relationship with her peers contributes to her experience of feeling bad because she thinks that she is responsible for their boredom: "...well then you sort of feel bad that everyone else in the class is catching it and you're making them have to wait and they're getting bored because you don't understand it. So the rest of the class sits there and gets bored and talks while you're trying to understand it and you feel bad for holding up the class." At times, she also feels responsible for the class being reprimanded by the teacher: "I feel bad because most of the time it's our little group that's causing the trouble and then the rest of the class gets in trouble."

> For Elizabeth, being in a bad mood is possibly attributed to problems with her classmates: "I'm really in a bad mood. I don't know what's wrong with me today. Maybe it's because my friends are in an argument."

On feeling happy:

> Trixie said: "Happy is like when you do something right in the class and everybody knows you've done something right, you feel really good and you're happy with yourself that you've done it."

On feeling proud:

> Trixie is one of the few to recognize the accomplishments or efforts of her classmates: "... and sometimes you're even proud of the other people in your class 'cause they all do well and sometimes they have trouble in one part of the thing ... and you're kind of proud of them for trying as hard as they did."

The feelings and emotions which have surfaced are indicative of the relationships among class members. They represent the complexity of existence in a second language classroom - an existence which is characterized by the interaction of, and not the separateness of, individuals.

Summary

Chapter IV has presented an analysis of the affective experiences of the second language learner. The findings were examined in two different stages. The first stage included recorded episodes of classroom occurrences in order to familiarize the reader with the participants and with life in the French as a second language classroom. The second stage of analysis attempted to untangle the emotional threads of the affective experience within the context of certain themes which charactefize classroom life. Classroom climate, classroom learning, classroom activities and procedures and classroom relationships were carefully examined for what they could reveal about affectivity and the second language learner. Statements and descriptions generated by the students were provided in order to recreate the affective experience of second language learning for the reader. It is hoped that these verbal images allowed the reader to come to a deeper understanding of how it feels to be a French as a second language learner in Mrs. G.'s classroom.

Chapter V

ON FEELINGS AND EMOTIONS

This chapter outlines several general statements about feelings and emotions and the affective experience of French second language learning. The French second language student, bound by the confines of the second language classroom walls and the structure of the second language class, his/her experience and expression and our understanding of the emotional component of second language learning and how he/she copes with this component present a particular perspective of feelings and emotions and second language learning for the reader's reflection.

Feelings and Emotions in Adolescents

Adolescence is a period of time characterized by transition and change. It is a time of concentrated socialization where the peer group and social acceptance are of extreme importance. It is also a time wrought by intense feelings and emotions. As the adolescent approaches adulthood, his/her affective experiences will also approach those of the adult. However, because his/her life experiences are different from the adult's, the adolescent's experience of feelings and emotions will also differ. The uniqueness of the culture of youth and all that this culture entails will be reflected in the affective experiences of the adolescent.

The Experience of Feelings and Emotions

Feelings and emotions are a way of structuring our world. They represent a means by which we can interpret life's experiences. "Emotion brings life close to us [by asking] 'What does this event mean to me?'" (Batcher, 1981, p. 150). The answers to this question lie in the depths of feelings and emotions. Human emotion is always a component of human experience. As Solomon said: "Our passions constitute our lives. It is our passions, and our passions alone, that provide our lives with meaning" (1976, p. xiv).

The experience of feelings and emotions is also interwoven with language. Through language, we experience an array of emotions. In defining the fine degrees of meaning we can come to distinguish between feeling happy and great. As Robert defined them:

> "Happy, well, it's just when you're not anything else. I mean you're feeling good. Great, well, it's better than happy."

We can define the fine shades of meaning between pity and sympathy, between sympathy and empathy. Through language, we structure our understanding of the world.

As shown in the preceding chapter, the feelings and emotions of the French as a second language students are at the core of their learning experience in the French as a second language classroom and present a way in which to interpret this experience.

The Expression of Feelings and Emotions

After developing the habit of suppressing feelings and emotions, especially within the context of classroom life, it is a difficult task for the student to become aware of these feelings and emotions and an even more difficult task to articulate them.

In their verbal expressions of particular feelings and emotions, the students often used examples of specific instances when they experienced a certain feeling. For example, this is how Trixie described feeling bored:

> "Mrs. G., sometimes she goes on and on about something and we all say we understand it and she starts explaining it more and more and we get bored."

At times, the students also used other feeling words to define a particular feeling. Jennifer said:

> "When I'm upset um I feel kind of worried, I guess. When I'm upset I'm nervous about something else."

In other descriptions, reference was made to physical reactions as in one of Richard's statements on feeling embarrassed:

> "You get flushed, I think, when you're embarassed."

There were also instances when the students' descriptions revealed a rare insight into a certain feeling or emotion:

> "I guess your inner barrier, I guess you would call it, is a little shattered sometimes when you do things wrong. Uh, I don't know. There are little things about ourselves, our ego I guess, our inner egos get a little battered up and that. But you know you learn to laugh about it, I think. 'Cause

> you know when I get embarassed, I just laugh at myself." (Elizabeth)

Feelings and emotions were also expressed in statements of emotion such as: "I don't want to do this! Oh God!" From statements of this nature emerge not only emotion but also certain attitudes. In obtaining an inside view of an experience in this way, it is possible to share part of what constitutes the student's inner world.

In addition to verbal expressions of emotion, the students also displayed many physical signs. These ranged from ordinary yawns, smiles and scowls to Christopher's exam writing ritual and Trixie's toying with her running shoe.

From the receiving position in the emotional-feeling loop, I feel that the students have clearly communicated feeling messages through both verbal images and physical signs.

Understanding Feelings and Emotions

How is it that I came to understand the feelings and emotions of the six participants involved in the study? Initially, in that the students and I share the same language, the same culture, we are open to the sending and receiving of the subtle signs and cues of emotion. We both understand the spoken language and the basic body signs within the cultural context in which they occur. We understand the statement "I'm nervous." as well as sweaty palms and shaking hands. However, one must always be prepared for the possibility of misinterpretation even within the bounds of similarity. During a number competition, Robert was smiling and laughing and appeared to be enjoying the activity. Later, in his journal, he wrote that he hated it! Despite the possibility of misinterpretation, a linguistic and cultural similarity does provide a base upon which to begin building an understanding.

In addition to these similarities, I was also fairly well acquainted with the students. I had taught all of them for one or two years. Five of us were part of a group that travelled to Quebec, Montreal and Ottawa in the spring of 1983. I had worked closely with the students and their parents in preparing for this educational tour. This close acquaintance with these individuals made it easier for me to understand the emotional messages they were conveying for the better acquainted one is with an individual, the easier it becomes to understand the nuances of his/her emotional expressions.

A certain amount of empathy and sympathy on my part also allowed me to feel with and for the students. I was able to share their embarrassment, their nervousness, their pride. I could put myself in their "running shoes," so to speak. These feelings contributed to my understanding of the students' affective experiences and their expression.

I was also able to recall my experiences as a French second language learner. Images of myself as a second language student were vivid flashes of memory before my eyes. In remembering how it felt to be laughed at for mispronouncing a word, I could compare my feelings with those of the participants.

Coming to understand the affective experiences of another individual is not an easy task. Emotion itself is a complex event and to understand it involves even more considerations.

The French Second Language Class

From the verbal images presented in Chapter IV, it is evident that the students of French second language study experience an array of feelings and emotions. However, many of these may be seen as negative in terms of their effects upon the learner as a human being and as a student of second languages. What is inherent in the structure of the French second language class that stimulates feelings of nervousness, embarrassment, self-consciousness, frustration, confusion, inadequacy?

In an attempt to answer this question, the reader must first consider that indeed French is a different language. As the student goes from Math to Science, he/she brings with him/her a frame of reference which is at once linguistic and cultural. In these classes, the student is able to understand instructions, follow concepts, comment, ask questions or simply listen. However, in the second language classroom, the student is stripped of many familiar cues.

He/she is entering a new world each time he/she enters this particular classroom. Here, the student may not understand what is expected of him/her if unable to understand something that was said in French. The student may become confused. He/she may not be able to respond to oral questions. In a class where stress is placed upon oral participation, a fear of not being able to understand or speak may in itself block production. In the French classroom, however, there is no place to hide. Everyone must participate. In turn, this affects the probability of making errors. Even the simplest slip of the tongue, mispronunciation of a sound or confusing "Qui" for "Quoi" may result in error and embarrassment. The student is also under the continual pressure of correction and evaluation. From minute to minute the French second language student is evaluated either formally or informally - always vulnerable to correction by teacher and classmates. In addition, there exists a wide gap in chronological and linguistic maturity. The student often finds him/herself unable to express what he/she wants to say, leaving the student with feelings of impatience and frustration or even inadequacy at having to revert to simple words and phrases to communicate.

Thus, in this new linguistic and cultural territory it is not unnatural for the student to describe his/her affective experiences in the French second language classroom in terms nervousness, embarrassment, self-consciousness, frustration, confusion and inadequacy.

Coping with Feelings and Emotions

How do the students perceive the affect of these feelings and emotions upon them?:

> C: "I think it will happen whether you want it or not and I think it's probably good. Like if you're discouraged well I don't think that's a good one for an example but usually if you're discouraged you say I want to do better and you try harder next time."

> E: "I think it's natural 'cause you know feelings are all a part of your life and um when learning a new language its really hard too and you should be able to feel things like happiness and sadness when you don't understand something but you learn. I think it builds character, you know. Everytime you understand something, you take another step forward and it builds your character. You should let your feelings come out."

> T: "....like your feelings like you shouldn't get rid of them because it's only proper that you're going to be nervous and confused like even in your other subjects when you have to do something in front of the class you're nervous and everything but like being confused and frustrated in another language is normal because it's harder and it's more difficult and you have to learn a bunch of different things. I don't know. It seems normal to be like that in a different language, even in any other subject."

> J: "Um I guess they are part of learning something new um I know in French. Yeah, well, sometimes I get nervous 'cause I'm not sure if I'll be able to understand something coming up or um what we've already done and I'm not sure I really understand it but yeah I guess they are tied in with learning something new. Nervousness comes with everything.

I don't know. Everything new. You get nervous."

M: "Um okay for when you're learning another language I think everybody's going to have basically these feelings and um unless they have a natural knack for the language or something but um I think you shouldn't get carried away with it or anything. Like you should let them flow or whatever but not to the point where that's all you're thinking about and you don't keep trying or anything. Especially since most of the feelings you have are usually negative like when you do something right you'll feel proud and happy and that's good and everything but when you're learning a new language you're going to have negative feelings a lot because it's so hard to learn a new language but let them flow but don't let them get in your way 'cause with all of those negative it can be really bad if you do."

R: "I think they probably are natural. I mean there's certainly going to be a certain amount of discouragement or excitement in learning a new language whatever language it is."

It appears that the students have consciously accepted these feelings which they perceive to be part of the language learning process. They have decided not to let it upset them when they make errors and others laugh at them. They can maintain a sense of humour and laugh at their own mistakes.

Acceptance and the role of laughter in this acceptance are the two main strategies described by the students and used in coping with their feelings and emotions in the French second language classroom. An additional strategy not mentioned by the students is that which I shall call escape. During the observation period, there were many instances where the students whispered to their friends, told jokes and were generally mischievous. In my perception, these activities provide a brief escape from the concentration, tension and general routine of the lesson.

Thus, it appears that the six second language students in the study have come to terms with the affective demands of second language learning and are able to view French second language learning as a fairly pleasurable activity despite its arousal of negative feelings and emotions.

The Place of Feelings and Emotions

By definition, language is an essentially human means of communicating ideas or feelings. However, in Mrs. G.'s classroom, the expression of emotion in the French language was not encouraged as part of the second language experience. No evidence of affective objectives or of affective exercises was perceived. If one of the functions of language is to convey feelings and emotions, ignoring this function of language presents a narrow view of language and language learning. The students confirmed that indeed they possessed little vocabulary for communicating feelings and emotions. As Christopher described it: "Mainly 'ooohs' and 'aaahs'." Of what use is language if one cannot speak of passion?

As previously discussed, feelings and emotions are central to the experience of French second language learning. They are also central to language itself. Yet, second language learning appears to exclude the affective component from its curriculum and its classrooms. Why must it be that to learn is to feel and yet to learn is to deny feeling?

Chapter VI

SUMMARY AND IMPLICATIONS

Within the past two decades, the importance of an affective approach to learning has been highlighted in not only general educational literature and research but also in literature and research pertaining to second language learning. The goals of this affective movement reflected an attempt to educate the whole person, including an equal emphasis on his/her cognitive and affective being. Educators believed that no area of the curriuclum had greater potential for achieving these goals than that of second language learning. This belief led me to one of the most intriguing and neglected areas of study open to investigation - the affective domain - and a question which sought to explore the very core of the experience of second language learning within the context of the classroom.

This final chapter summarizes the study which grew out of this research question. In addition, it presents general implications about second language learners and second language learning for both the reader and the researcher.

A Summary

The focus of this study was upon the affective experience of the second language learner in the French as a second language classroom. Feelings and emotions were considered to be an important aspect of their classroom lives and an integral component of their learning experience.

The review of literature was an attempt at grounding the study in the roots of educational literature and research. The humanistic education movement and its effect upon second language learning, research studies which investigated the relationship between various affective variables and second language learning and problems which continue to plague research in this area were examined.

The research itself was a case study of six French as a Second Language students in a public junior high school. Using three qualitative activities - participant observation, dialogue journal writing and open-ended interviews - I, the researcher, began to explore the affective experience of second language learning. I became involved in this experience by attempting to open my mind and my heart to the emotional messages that the students were conveying to me. I tried to take in not only words and actions but, more importantly, their meanings in order to deepen my awareness and understanding of the emotional experiences of French second language learning. Events and episodes of classroom life were recorded in my journal of observational notes. Dialogue journal writing and interviews allowed me to probe deeply into the private, inner worlds of the students. The notes, journals and transcripts were then analyzed for what they could reveal about affectivity and the second language learner.

The findings were presented in the form of glimpses and themes of classroom life. Glimpses of classroom life depicted a broad range of typical events and occurrences. Themes of classroom life provided a context from which to explore the affective experience of second language learning. Particular affective themes which appeared to be intricately entwined with particular themes of classroom life were examined. An extensive presentation of data in the form of verbal images produced by the students was displayed.

Feelings and emotions were then discussed in terms of the adolescent; the experience, expression and understanding of feelings and emotions; the structure of the French as a second language class; coping; and the place of feelings and emotions in the second language curriculum and classroom in order to present to the reader a particular perspective of feelings and emotions which emerged from the findings.

Implications

The preceding pages have offered the reader detailed images of the emotional experiences of six French as a second language learners. What do these detailed images allow us generally to imply about second language learners and the process of second language learning?

Although the participants in the study are very special, unique individuals, there are many students that can be recognized in their images. To the extent that Mrs. G., her students, her methods and her activities are similar to those of other teachers and their students, we can come to understand the emotional experience of second language learning. We can also come to recognize the importance of a second language classroom environment that is at once stimulating and relaxing, the importance of second language lessons which encourage fun and laughter, the importance of the second language learner's self-image and his/her need for emotional support, the complexity of the many second language classroom activities and procedures which second language teachers often take for granted and the importance of the intricate web of classroom relationships which exist among second language learners.

Of particular personal and professional interest to me is the nature of the experience of French second language learning which we have shared. It beckons me to ask: "Might there not exist the possibility of creating a different experience - one that is principally characterized by feelings of happiness, enjoyment and success?" and "If to learn is to feel, is there not a means to encourage the expression and communication of feeling in second language learning?"

The extensive presentation of data as it was recorded in the observational notes, student journals and interview transcripts also allows the reader to experience for him/herself the events and episodes under study. Therefore, it is possible for the reader to draw his/her own inferences from the displayed data. Issues that have surfaced in any one of the verbal images produced by the students and which are of particular relevance to the reader may be investigated and explored in depth for the insights they might reveal. "What criteria are used by second language learners to judge personal language learning success?"; "What is the role of coping strategies in the process of second language learning?"; "What is the nature of the 'split personality' which characterizes many second language learners?" are but three possibilities.

In Retrospect

I hope that this thesis has raised some feelings in the reader; that was partly my intent.

I now fully realize that my thesis is. I am happy and yet a little sad.

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Appendix A

A FACSIMILE OF THE CONSENT FORM

February 27, 1984

To the Parent(s) or Guardian(s) of ____________________________

I am presently enrolled as a Masters in Education student at the University of Alberta. In order to complete my M.Ed., I will be conducting a research study at Clairemont Junior High School from March 5, '84 to April 30, '84. Your child has been selected to participate in the study which will include involvement in journal writing and interviews.

If you will allow your child to participate in the study, please sign the consent form below. If you have any questions concerning the study, please feel free to contact me.

Thank you.

Yours truly,

C.L. Lewis

- -

________________________ has my permission to participate in the research study conducted by C.L. Lewis at CJHS from March 5, '84 to April 30, '84.

Student's Signature ____________________________

Parent's or Guardian's Signature ____________________________

Appendix B

OBSERVATIONAL NOTES

C - absent March 20, '84

9:55 "Question du jour"
"Quel âge as-tu?" (on board)

ON T - copies answer from Shanna
- shows Shanna a heart drawn on her binder
- they giggle
TN - passions of junior high girls

9:59 T - writing in journal

10:00 Correction of homework exercise - "Avoir" Expressions #51

ON Mrs. G. asks T. #1
T - covers her eyes with her hands
Mrs. G. "Are you ready?"
T - covers her exercise sheet with her hands
Shanna uncovers T's answer
T - attempts to read her answer - "Roger a froid."
- has problems pronouncing "Roger"
- blushes
TN T - frustrated, embarrassed

ON T - asks Cara to repeat #6
Cara repeats #6
Mrs. G. spells "l'oiseau" for T
T writing in journal

"Avoir" Expressions #52
ON E - does not understand "bois du lait"
Mrs. G. translates the expression
E: "Oh!"
E - volunteers to answer #2
- "Je porte un chandail quand j'ai froid."
TN Translation aids comprehension

10:05 Mrs. G. asks T if she heard #4
T shakes her head in affirmation

10:07 Parts of the Body

ON Mrs. G. asks students to stop writing (She is at board drawing body parts.)
Students laughing at "la poitrine"
Students repeating the parts of the body after the teacher . . . .
TN Enjoying activity

10:12 E - scratching her nose
ON - watching Mrs. G. draw

ON T - sitting with knees to chin watching Mrs. G. draw

10:15 Students now call out body parts and Mrs. G.
ON erases them.

E - volunteers "les dents"

10:20 Students plead for another drawing
ON

Mrs. G. draws a head

T - "Frankenstein!"
Students laugh

ON T - writing in journal

ON E - watching teacher draw
- lips parted
Mrs. G. draws stomach
E - "That's gross!"
- writing in journal
- wrinkles her nose
TN E - a little disgusted

Appendix C

QUESTIONS THAT MAY HELP YOU IN YOUR JOURNAL WRITING

Feelings

1. What are you feeling?
2. What sensations and/or feelings are you experiencing?
3. Describe what you are feeling inside.

Thoughts

1. What are you thinking?
2. What were you saying to yourself (as you felt this)?
3. What sentences were (are) running through your head?
4. What were you thinking about?

Actions

1. What are you doing?
2. What did you do with your body?
3. What expressions were on your face?
4. How did you behave? How did you physically act or react?
5. What were you saying?

Appendix D

RECORDED FEELINGS AND EMOTIONS

Name Meredith

Date le 12 mars

Time 2:40

1	2
relieved	restless
3	4

1. the test is over
2. waiting for everybody else to finish
3.
4.

Appendix E

JOURNAL ENTRIES

Meredith   March 6, '84

I really appreciate your participation in the study. At the end of my "data collecting" we'll all go out and celebrate!

Thanks for explaining the problem you mentioned to me. I understand how you feel. Being a non-native speaker of French, I often have the same problems. You're not alone!

I just have one question to ask you today and that is: "How do you feel about raising your hand and waiting for Mrs. G. to help you with the problems/questions?"

Cheryl

P.S. I love the pink and white sweater you were wearing today.

March 8, '84

Thanks, my grandmother made me that sweater during Christmas break. When we're working on something like a conversation sometimes I get a little impatient waiting for help because there are so many people that need help it takes a really long time sometimes but usually if we're just doing an assignment in class I don't have to wait very long for help so I don't really mind. Was I ever embarrassed when we did our conversation because like I told you I laugh when I get nervous and everybody bugs me. After watching some other people get embarrassed I don't feel as bad. I don't really like doing this assignment where we have to find the new vocabulary because half the time I can't hear the person and the other half of the time words that we have learned sound like words we haven't. How was your class?

Appendix F

INTERVIEW QUESTIONS

1. What comes to mind when you hear the words "feelings and emotions?"

2. In your journal, I identified feelings of .... Could you tell me more about your feeling of ....?

3. Other people studying French have also experienced feeling .... Have you experienced any of these feelings? Can you think of a particular instance when you felt this way?

4. How do these feelings and emotions affect you?

5. How do you feel about expressing and sharing personal feelings and opinions in the French classroom?

6. Can you think of any classroom activities which allow you to express your feelings?

7. How would you describe the atmosphere in your French classroom?

8. How does the atmosphere of the class compare with that of other classes?

9. How do you feel in your French class?

10. How do you feel about your French teacher and classmates?

11. How do you feel about learning French?

12. Are you planning to take French in Grade X?

13. Which classroom activities do you like or dislike?

14. Which activities do you think are the most useful for learning French?

15. Which activities do you think are the least useful?

16. If you were asked to change some of the activities in order to make the learning of French more interesting and useful, what would you suggest?

17. Do you speak any other languages?

18. If you had the opportunity to study another language, would you do so?

19. Have you ever spoken to a French-speaking person? How did you feel during this experience?

20. In what ways do you feel like a different person when you speak French?

21. How do you feel about yourself when you speak French in the classroom?

22. Do you prefer repeating phrases and sentences spoken by your teacher or do you prefer creating new expressions?

23. When responding to oral questions in class, do you raise your hand if you know the answer or do you wait for the teacher to call on you for an answer?

24. How do you feel about being called upon by the teacher when you don't have your hand up?

25. How do you feel about being corrected when you are speaking French?

26. Would you prefer to be corrected immediately upon making an error or would you prefer to finish your sentence?

27. How do you feel when your teacher corrects you?

28. How do you feel when your classmates correct you?

29. Do you correct your classmates' errors?

30. How do you feel when you make an error?

31. How do you feel if your teacher or your classmates laugh at your errors?

32. How do you feel if you are absent from French class?

33. Can you recall your first two report card marks?

34. How do you feel about your marks?

35. How do you feel about being interviewed?